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IDENTIFIERS

ABSTRACT
This teacher's guide for grade 1 is part of a curriculum developed for teaching social studies in the first eight grades. The objectives of the curriculum, 11 key concepts to be studied in all grades, and 19 behavioral objectives to be attained in the first year are listed. This year's program is based on the family and has three units, each developed around a main idea: (1) "The socialization of children takes place primarily within family, peer, educational, and religious institutions." (2) "Families differ in life style and role expectations." (3) "The institutions of a society are economically sustained through a variety of means." Strategies for teaching attitudes and cognitive skills are given; and learning objectives, suggested learning activities, notes for the teacher, and evaluation exercises are provided for each unit. (LH)

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THE TABA SOCIAL STUDIES CURRICULUM

Grade One—THE FAMILY

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San Francisco State College, 1969

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Norman E. Wallen, Project Director
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KEY CONCEPTS IN THIS CURRICULUM

This Teacher's Guide for Grade One is part of a curriculum developed for teaching social studies in the first through eighth grades. Basic to this curriculum are certain key concepts which represent highly abstract generalizations selected from the social sciences for their power to organize and synthesize large numbers of relationships, specific facts, and ideas.

These key concepts are treated again and again throughout the eight grades. Thus, as the student's own experience broadens and his intellectual capacities develop, the curriculum provides him with repeated opportunities in a variety of contexts to develop an increasingly sophisticated understanding of these concepts.

CAUSALITY

Events often can be made meaningful through studying their antecedents. Hence, to some extent, future events can be predicted.

Events rarely have a single cause, but rather result from a number of antecedents impinging on one another in a given segment of time and space.

CONFLICT

Interaction among individuals or groups frequently results in hostile encounters or struggles.

Conflict is characteristic of the growth and development of individuals and of civilization as a whole.

There are culturally approved and disapproved means for resolving all varieties of conflicts.

Irrational conflict is reduced by recognition of the inevitability of differences and of the difficulty of determining their relative value.

In most situations, some form of compromise is necessary because of the serious consequences of sustained conflict.

COOPERATION

The solution of important human problems requires human beings to engage in joint effort.

The more complex the society is, the more cooperation is required.

Cooperation often requires compromise and postponement of immediate satisfactions.

CULTURAL CHANGE

Cultures never remain static, although the context of the change (economic, political, social, and technological), the speed of the change, and the importance of the change, vary greatly.

Cultural change is accelerated by such factors as increased knowledge, mobility, and communication, operating both within and between cultures.

DIFFERENCES

The physical, social, and biological worlds (including human beings and their institutions) show extreme variation.

Survival of any special depends on these differences.

Conflicts and inequities often result from assigning value to particular categories of difference, such as white skin or high intelligence.

INTERDEPENDENCE

All persons and groups of persons depend upon other persons and groups for satisfaction of needs.

Behavior of each person and group affects other persons and groups in important ways. These effects on others are often indirect and not apparent.

MODIFICATION

As man interacts with his physical and social environment, both he and the environment are changed.

Man has often exploited his physical environment to his own detriment.

POWER

Individuals and groups vary as to the amount of influence they can exert in making and carrying out decisions which affect people's lives significantly.

As a strong motivating factor in individual and group action, the desire for power often leads to conflict.

SOCIETAL CONTROL

All societies influence and attempt to mold the conduct or behaviors of their members. The techniques used include precept, example, and systems of reward and punishment; the specifics of those techniques vary greatly from one society to another.

Marked differences in child-rearing practices often exist among societies.

All societies have some way of punishing adults who do not conform to established ways. The means of punishment include ridicule, shaming, and ostracism, as well as physical punishment and execution.

Written laws are an attempt to clarify the rules by which society operates and to promote an impartial treatment of its members.

Everyone belongs to many groups with overlapping membership, different purposes, and often conflicting demands on members in terms of duties, responsibilities and rights; each, by exerting social controls, shapes the personality structure and behavior of its members.

TRADITION

Societies and the groups and individuals within them tend to retain many traditional values, attitudes, and ways of living and dealing with current problems, whether or not that behavior is appropriate.

Certain institutions in societies, such as the family, religion, and education, tend to change less rapidly than do other elements of societies.

VALUES

Those objects, behaviors, ideas, or institutions which a society or an individual considers important and desires, constitute values.

Whether or not a person holds a value can be inferred by others only on the basis of an extensive sample of his behavior.

Societies and individuals often differ significantly in the values they hold.

Values develop through both nonrational and rational processes.

The survival of a society is dependent upon agreement on some core of values by a majority of its members.

The greater the variety of values within a society, the greater the likelihood of disagreement and conflict; in some societies such conflict is accepted as necessary to the realization of core values.

INTRODUCTORY STATEMENT ON BEHAVIORAL OBJECTIVES AND EVALUATION

BEHAVIORAL OBJECTIVES

The statements of objectives in this curriculum reflect the growing emphasis on expressing objectives in behavioral terms. However, too much insistence on stating objectives strictly in terms of observable and highly specific behaviors may distort the intent of the educator and/or yield lists that are too long to be used effectively.

An attempt was made therefore to reconcile the two points of view so as to have the best of both worlds. Each objective is stated first in terms of observable behavior. Where necessary for full communication of the intent, illustrations of the kinds of specific behaviors desired are included. This procedure was chosen rather than listing all of the possible specific behaviors implied by an objective, which would of course be almost endless. Following each description of behavior is a summary of the rationale for the objective - why it is important, how it is related to other outcomes, and how it can be conceptualized in terms of certain psychological constructs such as *comprehension, comparison, analysis, attitude, feelings, sensitivity,* or *empathy.* The parallel expression of objectives in terms of both behavior and rationale seemed desirable because it is difficult to express certain objectives in terms of specific behaviors only,and others appeared incomplete when expressed in terms of constructs without the behavioral component.

At the beginning of the Teacher's Guide a master list of objectives is provided for the entire year's program. At the beginning of each unit abbreviated references to the master list are included to help the teacher identify objectives to be emphasized in teaching that particular unit. It should be emphasized that this list does not exhaust the possible list of objectives for the curriculum. Rather it indicates those considered of primary importance.

The objectives do not contain precise indications of the level of proficiency expected since this will depend in part on the initial level of proficiency or "entering behavior." Thus, the objectives, as stated, are much the same throughout the eight grades, though one would expect increasing levels of "proficiency," if students have studied the curriculum throughout several grades. If, however, the curriculum were introduced for the first time at all grade levels, one would not expect as much difference between say, first and fourth graders. The evaluation exercises provide some guidelines as to "typical" responses of pupils, but in the last analysis, each teacher must set his own expectations.

EVALUATION

Evaluation exercises have been included at various points in this Guide to help teachers and pupils plan appropriate learning experiences and judge the effectiveness with which objectives are being met. The prime function of the proposed evaluation procedures is to help children learn better.

The exercises are designed to supplement and refine the impressionistic judgments that teachers customarily make about changes in their pupils' behavior in the broad fields of knowledge, thinking skills, and attitudes.

Both the content and the form of each exercise vary according to the exercise's location in a unit, but there are common principles underlying the role of each exercise throughout this guide. These are as follows:

- Evaluation is a continuing process which should provide information about both the kind and the quality of children's responses over a wide range of social studies situations. It is important that data of this kind be used to improve teachers' perceptions of such things as the nature and range of children's attitudes toward other people and themselves, the depth of their understanding of important ideas, and their facility with important thinking skills. Information obtained through evaluation of this kind should be used to improve the instructional program.

- Evaluation efforts should be sharply focused. Very few teachers can simultaneously make and record observations related to several different objectives. Neither can a single evaluation device be expected to yield useful measurements for a large number of different kinds of objectives. It is therefore important that careful, pointed choices be made about what is to be evaluated, and that there be a good match between the objectives and the measuring device as well as between what is recommended and what is practical for most teachers.

- The intention is to provide teachers with evaluation exercises that can be adapted to particular circumstances rather than to prescribe an inflexible program for them. The placing, form, and frequency of the evaluation exercises in this Guide may therefore be varied by teachers but only after careful consideration of such factors as the needs of their class and their interpretation of the objectives of a particular unit.

- The wider the range of the items that are evaluated, the greater is the possibility that important aspects of knowledge, thinking skills, and attitudes will be measured and improved upon, provided that there is an equally wide variety of suitable evaluation devices and techniques.

Some of the exercises will be fully detailed, while others will be in the form of brief statements about the form and purpose of the exercise and the place in the Guide where there is an appropriate model to refer to. In general, the more detailed descriptions appear in the first Unit. The objective(s) to which the exercise applies are indicated. It will be noted that there are objectives for which no evaluation exercise is provided. This is due to limitations of space and staff time. Each evaluation exercise relates to one or more objectives. In a few cases, the relationship may not be immediately obvious, i.e., where the exercise deals with a particular aspect of a broader objective.

Unless there is systematically collected evidence on what is being learned and the kinds of improvements being made over previous learning, teachers have to be satisfied with their impressions. These exercises are planned to provide such evidence and thereby lay a sounder basis for accelerated development of appropriate knowledge, thinking skills, and attitudes.

At the same time, teachers need to keep in mind that each of these exercises leaves much to be desired from the technical measurement standpoint. For example, any single exercise is limited to a particular sample of content and provides a small sample of each pupil's responses. Thus, a particular exercise must be viewed as providing additional, useful information - not as a precise tool to be used in making firm

judgments about individual pupils or the class as a whole.

When evaluation data have been recorded over a period of time, it becomes possible to:

- Assess the status of individual students in a class in relation to a particular criterion at a particular time;
- Assess changes in the style and quality of the students' responses to similar exercises given at different points in time;
- Assess changes in the style and quality of total class responses to similar exercises given at different points in time;
- Assess the relative status of both the individuals in a class and the whole class to other individuals and other classes.

Systematic recording of data in these ways is necessary, if the instructional program is to be improved in relation to objectives.

OBJECTIVES OF THE YEAR

At the end of Grade One the student should show the following behaviors:

1. Given access to appropriate materials, the student lists a number of items, then groups the items and assigns logically defensible labels; and when requested, re-forms and re-labels the items in equally defensible ways. Examples of items the students will list, group and label are things children learn at school, pictures of different people it feels good to be with, and ways families spend money.

   Rationale: Acquiring ability to list, group, and label (concept development) is an important intermediate step in acquisition of other thinking skills and is considered a powerful intellectual skill in its own right because the curriculum is intended to facilitate the ability to develop more abstract concepts. Ability to re-group is regarded as an important component of intellectual flexibility.

2. Given two or more different samples of information, the student correctly states differences and similarities. Examples of such comparisons are the way some children learn things and the way others do; how some children are similar to, or different from others; and the feelings of different people involved in the same situation.

   Rationale: Ability to make such comparisons is an important component of the thinking skills to be developed through this curriculum. It is also essential to development of higher level thinking skills, such as the ability to formulate generalizations, state hypotheses, and make explanations of causes of human behavior.

3. Given two or more sets of objects, pictures or lists of information, the student indicates correctly which items in the first set are associated with the various items in the second, third, etc. The items may be such things as pictures of toys which can be related to the childrens' ideas of what babies learn; locations on a map made by the students and cut-outs of the kinds of vehicles one would use to get there; and pictures of tools and rebuses of kinds of jobs men do.

   Rationale: The ability to determine such relationships is a prerequisite for developing other thinking skills such as formation of generalizations, statement of hypotheses, development of explanations, and evaluation of evidence. It is necessary in any study of social phenomena that involves mental processes above the level of recall of information.

4. Given a detailed set of facts, the student states valid generalizations that he had not been given previously, and, when asked, provides the sources and limitations of the generalizations. Examples of such facts and acceptable generalizations based on them that students might state are as follows:

KINDS OF FACTS GIVEN	EXAMPLES OF GENERALIZATIONS
The major parts of different types of vehicles, such as wheels, engines, gears, wings, etc.	One way that cars, tractors and trucks are the same is that they all have something down inside that makes them go.
The variety of things that families spend money on	Lots of times families have to spend money to get things around the house fixed.
Kinds of things children and grownups do at home	One thing families do at home sometimes is to relax.

Rationale: Ability to form generalizations is one of the skills that is emphasized in this curriculum and is important in relation to other thinking skills such as formation of hypotheses. Making generalizations is also an important aspect of the development of attitudes.

5. Having had the opportunity to develop or acquire a generalization and given a situation, problem, or question to which the generalization applies, the student makes a statement or takes other action that, in the judgment of the teacher, represents defensible use of the generalization in analyzing or coping with the situation, in solving the problem, or in answering the question. For example, given exposure to the generalization that families spend their money on things they need even if they have to give up buying things that are fun, and a description of a situation where a boy is expecting a new bicycle for his birthday but a few weeks before the birthday his father is laid off work, the student will make a statement such as, "He might not get the bike. They won't have much money and it will have to go for other things." Another example: given a generalization that members of a family help each other when needed and the question of what would happen if the mother in a home injured her back and could not do the vacuum cleaning the student will make a statement such as, "The father and the children should run the vacuum."

Rationale: Generalizations are of little use unless the student is able to apply them in his reasoning processes. Application of generalizations is also related to other thinking skills taught in this curriculum, such as the abilities to make predictions, state hypotheses, test hypotheses, and make explanations.

6. Given an assertion or some information expressed in very general terms and an assigned task of ascertaining the essential features, characteristics or concerns involved, the student states questions the answer to which, in the judgment of the teacher, get at essential matters directly and provide a sound basis for analysis of the assertion or information. For example, if someone says, "That's a nice picture." a student might say: "What I want to know is why that one boy is standing way off by himself there." A pertinent question another student might ask is, "Is the man in the picture the boy's father?"

Rationale: Skill in asking penetrating, pertinent questions is of great value in study of social phenomena because through application of this skill the student quickly obtains the information needed, and only that needed, for study of the phenomena. It also is an important component of other thinking skills, such as abilities to define the problem of an inquiry, to make predictions and to test hypotheses.

7. Given a set of events (one of which is identified as the event to be explained) occurring in a social setting, the student gives a plausible and logically sound explanation of the chains of cause-and-effect relationships that resulted in the occurrence of the event. Examples of some things to be explained and some explanations by students that would be acceptable are as follows:

THINGS TO BE EXPLAINED	EXAMPLES OF EXPLANATIONS
Why a mother is watching her little girl put a shoe on rather than doing it for her.	The girl is having trouble getting her shoe on and her mother wants to let her learn to do it herself.

THINGS TO BE EXPLAINED	EXAMPLES OF EXPLANATIONS
How a child learns useful things by playing with toys	Like driving a toy car. You turn the steering wheel and the wheels turn just like on a big car. It backs up, too, like a big car. It gives practice taking corners.
Why Mary was angry when her mother would not let her go to her friend's house to watch TV when it was close to dinner time.	Well, if you want friends, you have to do things they want to do, and she might not even have been hungry. And maybe it was her favorite show.
Why families go for rides on weekends more than during the week.	Because that's the only time when they're all home and when they do fun things like that, they like to take everybody.

Rationale: Ability to explain cause-and-effect relationships is one of the subcategories of the general objective of thinking skills. This ability also has important uses in making predictions and forming hypotheses. It is assumed that the student has previously acquired the generalizations needed in making the explanation and that he has not previously studied the explanation he gives.

8. Given relevant facts about a situation, the student states logically sound, but informally worded, hypotheses (that he had not been previously given) about that situation today, in the past, or in the future. Ability to state hypotheses includes but is not limited to, ability to predict future events on the basis of present conditions. Examples of given facts and of hypotheses that students might state are:

KINDS OF FACTS GIVEN	EXAMPLES OF HYPOTHESES
A picture of a boy with a shoe shine kit looking in a bakery window.	I think he will save some of the money he gets for shining shoes and will buy something.
Tom and Sally are brother and sister. For weeks both have been saving their money so they can buy a puppy. Then one day Tom said he changed his mind and was going to use his money to buy a new baseball mitt.	Sally will get mad and say that's not fair.
Suppose that Mr. _____, the Principal, gave the cook the day off and cooked lunch himself in the school cafeteria.	A lot of people would think it was funny and would ask why he was doing somebody else's job.

Rationale: Ability to form hypotheses is part of the general objective of thinking skills and, of course, is essential for anyone who hopes to deal constructively with problems in social studies. One of the most important functions of hypotheses is to provide "focus" for thought processes. That is, they make it possible to narrow down the range of concerns so as to increase the likelihood of successfully coping with the problem being considered. One's thinking is likely to be unproductive if the problem is conceived too broadly or if an attempt is made to analyze too many kinds of facts in too many ways all at the same time.

9. Given a discussion setting, or other situation in which students can express their ideas without censure or ridicule, the student makes statements that describe what the teacher judges to be the probable feelings of other thoughts of people studied in the various units of the First Grade program. Statements indicative of the desired attitude are:

"Jane feels sad because Barbara is her very best friend and she thought she should go with her."

"John will feel good when he gets back with his family again."

"I'll bet she's sad because she doesn't have a pretty dress like the other girls."

"I think she is scared because she doesn't know any of the people there."

"She feels big because her mother said she is old enough to do some of the cooking herself."

Rationale: These kinds of behaviors represent an attitude of empathy. Such an attitude is important because it is part of the decentering process - that is, it is a step in the direction of overcoming the self-centeredness, which, according to Piaget and others, characterizes much behavior of the young child. Unless the child has empathy for the thoughts and feelings of others, he will have difficulty understanding and applying generalizations pertaining to cooperation and to resolution of conflicts among individuals and groups.

10. Given detailed information on activities and patterns of living of people in a story, motion picture, filmstrip, etc., the student makes what the teacher judges to be accurate descriptions (that he has not been previously given) of ways people are likely to behave and how they learn their particular styles. An example of such a description that a student might give is: "He keeps doing things the way his father does, because he's a little boy and when he grows up he'll be a daddy."

Rationale: Understanding how different people behave and how they learn their behavior patterns is fundamental to understanding the nature of society and to analysis of its problems. In the first grade, children can begin to see how children develop expectations and learn certain roles from parents and others. Ability to make such descriptions is also indicative of comprehension of the Organizing Idea at a level appropriate to the first grade.

11. Given a situation in which he is encouraged to express his own thoughts, the student responds to statements of other students and the teacher in ways that the teacher judges to be fair toward the various people involved and that show recognition and acceptance of merits of different ways of living and points of view. He challenges derogatory or belittling statements about people of different cultures or about people who exhibit unusual behavior. Examples of desired statements are:

"They've got a right to make different rules."

"Maybe he had a reason not to do his work."

"We can do it our way, but why not let them do it their way?"

"The mother works and she takes good care of the children too."

Examples of statements the students will challenge are:

"What a funny family!"

"Susie should be forced to give her brother something for Christmas."

"He's just lazy and mean."

"It's not right that they should have rules like that in the family. Whoever heard of anybody doing it that way?"

Rationale: The outcome sought here is sensitivity to, and acceptance of, personal differences. Only a start can be expected in terms of sensitivity to cultural differences, because other cultures are not studied extensively in the First Grade, but sensitivity to, and acceptance of, differences in persons and groups around them represent an important step in this direction. The ultimate goal can perhaps best be conceptualized as the opposite of ethnocentrism. It is one of the major attitudinal goals of this curriculum.

12. Given a situation that encourages free expression, the student makes statements that describe his own values. Some illustrative statements follow:

"Tom promised so I think he ought to help buy the dog."

"It's not fair not to let Joe have a chance."

"Bill let Joan use his toys so Joan should share too."

Rationale: Ability to conceptualize one's own values is essential in order to identify inconsistencies in one's value system or to analyze relationships of one's own values to those of other people.

13. Given information on the values of two or more people or groups, the student describes differences and similarities in their values and the relationships to his own values. For example, a student might say, "Some of the families have strict rules about when children go to bed. Some families let children go when they want to. I think the children should go when they're tired."

Rationale: Ability to relate one's own values to those of others is crucially important in any inquiry directed at clarification or resolution of value conflicts. This objective is an important corollary of Objective 2 above on making comparisons.

14. The student makes assertions about, or asks questions pertaining to, people and how they live more often than about impersonal matters like the size of the house they live in, what kind of car they drive, or what their furniture looks like.

Rationale: This objective reflects the fact that this curriculum is strongly "people oriented." Physical factors are treated, but are considered important only to the extent that they affect the lives of people.

15. Given discussion situations in which there is apparently rather general agreement on a particular line of reasoning, the student will occasionally make comments that represent significant departures from the trend and that are judged by the teacher to have some likelihood of leading to useful relationships or conclusions.

Rationale: The thinking skills stressed throughout the curriculum have a large component of autonomous thinking. Correctness of reasoning from given premises and conditions is necessary but usually not

sufficient; independance and originality of thought are considered indispensable in the study of social problems.

16. Given a context in which generalizations or explanations have been stated, the student occasionally suggests that additional facts or a different line of reasoning might lead to people in the group changing some of their ideas and/or he gives evidence that he recognizes the tentativeness of generalizations. Words indicative of tentativeness such as "often," "could be," "maybe," "sometimes," etc., are used when appropriate in suggesting or applying generalizations and in making explanations.

Rationale: Tentativeness and flexibility are important characteristics of scientific reasoning in social studies or in any field of inquiry. Students should be helped to remain open to consideration of new data and fresh approaches.

17. The student indicates comprehension of the meaning of the Organizing Ideas and concepts therein for any of the units, I, II, or III, by such behaviors as giving illustrations, explaining meanings, and other actions involving uses. In addition, the student indicates comprehension of other ideas not encompassed in the Organizing Ideas but related to the key concepts. For example, one Key Concept is interdependence, and illustrative student statements that indicate comprehension of the concept at a level appropriate for first graders are:

"The people in a family do things for each other. Someone is needed to earn money and someone else is needed to cook meals and keep house."

"Families help other families, too. Our neighbor looked after our house and took care of our dog while we were on vacation."

Another Key Concept is Conflict. Statements by students suggesting comprehension of it are as follows:

"Most brothers and sisters have arguments like that."

"They fought but they still don't know what to do about Tom's money."

Rationale: One of the general objectives of this curriculum is acquisition of a broad base of knowledge of social studies content. The generalizations around which the units are built are considered to represent powerful ideas having general acceptance in the various disciplines dealing with social studies. This knowledge is important so that students can understand the world and themselves more adequately. It is used in this curriculum in developing thinking skills and attitudes referred to in other objectives.

18. Given a picture, filmstrip, or motion picture on the family relationships studied in the First Grade program, the student makes correct statements representing all of the detailed and important information that can be obtained from it that pertains to the points being discussed.

Rationale: This ability to obtain information from representational materials is a very useful skill for learning about man's activities and environment. It also represents a step toward development of more generalized observational skills, including direct observation of objects in the environment and activities of members of a society.

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19. The student demonstrates accurate perception of his physical environment through accurate portrayals of objects and relationships in drawing, murals, or other non-verbal media and uses such vehicles to deduce additional relationships.

Rationale: The student should be able to portray his physical environment accurately when that is the intent. Ability to deduce new relationships is one of the thinking skills emphasized in this curriculum. Not all drawings, etc. will have this purpose, of course.

THE YEAR'S PROGRAM

Unit I - MAIN IDEA: THE SOCIALIZATION OF CHILDREN TAKES PLACE PRIMARILY WITHIN FAMILY, PEER, EDUCATIONAL, AND RELIGIOUS INSTITUTIONS.

Organizing Idea: Children learn from their parents, friends, teachers, and clergy.

Unit II - MAIN IDEA: FAMILIES DIFFER IN LIFE STYLE AND ROLE EXPECTATIONS.

Organizing Idea: Each family differs in the way it lives and the rules it makes for its members.

Unit III --MAIN IDEA: THE INSTITUTIONS OF A SOCIETY ARE ECONOMICALLY SUSTAINED THROUGH A VARIETY OF MEANS.

Organizing Idea: Families may be supported through such activities as fathers working, mothers working...

RATIONALE FOR SELECTION OF CONTENT SAMPLE

In school, children from different family contexts come together. Therefore, in the first grade, this curriculum presents the family as a basic social structure. Examples are presented from various ethnic groups within the United States, as well as examples from other countries. In this way, all the children are encouraged to realize that differences in family makeup and lifestyle are acceptable and important. Opportunity is offered the child to see his role within the family and to increase his awareness of himself as a unique person with a changing role within that family.

In referring to ethnic backgrounds the writers of this curriculum have adopted as the most dignified, the terms which ethnic groups in the local area have elected to call themselves. Usage, however, differs from one part of the country to another, and teachers should be alert to the term which is preferred by local students or the ethnic group to which reference is made.

A number of factors must be considered in selecting content samples for study. In addition to the Key Concepts and Main Ideas, the curriculum writer must consider the approximate developmental level of the student, what experiences the student can be presumed to have had, the general social climate, and availability of materials that lend themselves to inductive processes rather than presenting predetermined conclusions. The values which are inherent in the objectives of the curriculum also influence selection of content samples.

TEACHING STRATEGIES FOR COGNITIVE SKILLS

Recent studies have suggested that thinking is learned and is learned developmentally; it is a continuous development of an increasingly complex mental organization (including data processing skills) with which to view the world and to solve problems. Cognitive skills are seen as products of a dynamic interaction between the individual and the stimulation he receives rather than as a result of passive absorption of information.

The quantity and quality of the concepts and ideas an individual can use seem to depend on the quantity and quality of stimulation he has had, plus the amount of effort he has put into active thinking. In other words, the effectiveness with which an individual thinks depends largely on the kind of "thinking experiences" he has had. Unguided, these experiences may or may not result in productive models of thought. The task of instruction is to provide systematic training in thinking and to help students acquire cognitive skills that are necessary for thinking autonomously and productively.

It is reasonable to assume that all students could achieve higher levels of cognitive operation than is possible under current teaching methods, provided that: there is an adequate analysis of the learning processes involved in mastering certain important cognitive tasks; and that efforts are made to develop teaching strategies that take into consideration such factors as sequence, rotation of learning activities, and the active involvement of students.

The teaching and learning of cognitive skills are important aspects of the learning sequences in this curriculum. Each unit offers sequentially developed learning activities to aid students in the development of cognitive skills. These, in turn, require the use of certain teaching strategies. The teaching strategies described here are for three cognitive tasks that represent clusters of cognitive skills. It is important to note that each of these tasks is considered separately to simplify the task of the teacher and the curriculum developer in designing and implementing learning activities. The effective thinker, of course, uses these (and undoubtedly other) cognitive skills as interacting elements of an ongoing process.

DEVELOPING CONCEPTS

The elements involved in the cognitive task, Developing Concepts, are shown in Chart I. As illustrated by the chart, the teaching strategy consists of sequentially ordered questions to provide a focus for students' responses.

Concepts are formed as students respond to questions that require them: (1) to enumerate items; (2) to find a basis for grouping items that are similar in some respect; (3) to identify the common characteristics of items in a group; (4) to label the groups; and (5) to subsume items that they have enumerated under those labels. As part of this process, they must differentiate the various items from one another and decide, on the basis of groupings, what the labels are to be.

In all cases it is important that the students perform the operations for themselves, see the relationships between items, recognize the basis on which to group items, and devise the categories. The teacher should not do any of these things for them.

It is also important for the students to discover that any item has many different characteristics and, therfore, can be grouped in many different ways. Each one of the multiple qualities can be used as a basis

for grouping. In the course of grouping items, the students' suggestions and questions reveal how sharply relationships are perceived. For example, a sixth grader's statement, 'Foods' could be placed under 'production' or under 'standard of living,' depending on how you think about it," reveals his awareness of multiple grouping. It raises the possibility of including the same item in several groups and under several labels. If food is considered in terms of raising and processing, it can be placed under the category of production. If considered in terms of abundance or variation in diet, food can be categorized under standard of living.

INFERRING AND GENERALIZING

The elements involved in the cognitive task, Inferring and Generalizing, are shown in Chart II.

This task involves three main steps:

1) Looking at data. This often involves looking at contrasting content samples with the same questions in mind. For example, What are the educational patterns in Brazil, Mexico, and Bolivia?

2) Explaining what is seen, such as giving reasons for the different literacy levels in two countries.

3) Arriving at generalizations by inferring what the common features and differences are (e.g., in the case of the above example, regarding the educational patterns).

This task becomes increasingly complex as the scope of the discussion is increased. Thus, students must first explain and make inferences about data for each content sample, (e.g., about the literacy level in Brazil), then generalize more broadly (e.g., how literacy seems to relate to economic development), and finally, make new generalizations by comparing and contrasting the generalizations about each country. Only then can the students develop over-arching generalizations (generalizations of generalizations) regarding such issues as education in Latin America.

It is important that teachers help pupils recognize the tentativeness and probabilistic nature of all generalizations. This may be done by asking at appropriate points such questions as: "Can you tell that from the data we have?" or, "Can you think of a situation where this would not apply?"

APPLYING GENERALIZATIONS

The cognitive task, Applying Generalizations, consists of applying previously learned generalizations and facts to explain unfamiliar phenomena or to infer consequences from known conditions. The task encourages students to support their speculations with evidence and sound reasoning. The elements involved in the task are shown in Chart III.

Usually, a task of this type occurs at the end of a sequence or a sub-unit at a point when students have already developed the facts and the generalizations they need for application to the questions required by this task. For example, if third graders know the importance of the camel to the way of life of the desert nomad, they can infer what might happen, if there were no market for the nomad's camels. Or, if sixth graders understand the implications of a one-commodity economy, they can predict what might happen if such a commodity became unmarketable.

CHART 1

DEVELOPING CONCEPTS
Listing, Grouping, and Labeling

This task requires students to group a number of items on some kind of basis. The teaching strategy consists of asking students the following questions, usually in this order.

Teacher Asks:	Student:	Teacher Follow Through:
What do you see, (notice, find) here?	Gives items	Makes sure items are accessible to each student. For example: Chalkboard Transparency Individual list Pictures Item card
Do any of these items seem to belong together?	Finds some similarity as a basis for grouping items	Communicates grouping. For example: Underlines in colored chalk Marks with symbols Arranges pictures or cards
Why would you group them together? 1)	Identifies and verbalizes the common characteristics of items in a group	Seeks clarification of responses when necessary
What would you call these groups you have formed?	Verbalizes a label (perhaps more than one word) that appropriately encompasses all items	Records
Could some of these belong in more than one group?	States different relationships	Records
Can we put these same items in different groups? 2)	States additional different relationships	Communicates grouping

1) Sometimes you ask the same child "why" when he offers the grouping, and other times you may wish to get many groups before considering "why" things are grouped together.

2) Although this step is important because it encourages flexibility, it will not be appropriate on all occasions.

CHART II

INFERRING AND GENERALIZING

This cognitive task requires the students to interpret, infer, and generalize about data. The teaching strategy consists of asking the students the following questions, usually in this order.

Teacher Asks:	Student:	Teacher Follow Through:
What did you notice? See? Find? What differences did you notice (with reference to a particular question)?	Gives items	Makes sure items are accessible, for example: Chalkboard Transparency Individual list Pictures Item card Chooses the items to pursue
Why do you think this happened? or How do you account for these differences?	Gives explanation which may be based on factual information and/ or inferences	Accepts explanation. Seeks clarification if necessary
What does this tell you about ...?	Gives generalization	Encourages variety of generalizations and seeks clarification where necessary

This pattern of inviting reasons to account for observed phenomena and generalizing beyond the data is repeated and expanded to include more and more aspects of the data and to reach more abstract generalizations.

CHART III

APPLYING GENERALIZATIONS

This cognitive task consists of applying previously learned generalizations and facts to explain unfamiliar phenomena or to infer consequences from known conditions. It encourages students to support their speculations with evidence and sound reasoning. The teaching strategy consists of asking the following questions, usually in this order.

Teacher Asks:	Student:	Teacher Follow Through:
(Focusing question). Suppose that a particular event occurred, given certain conditions, what would happen?	Makes inferences	Encourages additional inferences. Selects inference (s) to develop.
What makes you think that would happen?	States explanation; identifies relationships	Accepts explanation and seeks clarification if necessary
What would be needed for that to happen?	Identifies facts necessary to a particular inference	Decides whether these facts are sufficient and could be assumed to be present in the given situation
(Encouraging divergency) Can someone give a different idea about what would happen?	States new inferences that differ in some respects from preceeding ones	Encourages alternative inferences, requests explanations and necessary conditions. Seeks clarification where necessary
If, as one of you predicted, such and such happened, what do you think would happen after that?	Makes inferences related to the given inference	Encourages additional inferences and selects those to pursue further

This pattern of inviting inferences, requiring explanations, identifying necessary conditions, and encouraging divergent views is continued until the teacher decides to terminate the activity.

In essence, the students need to use what they already know, but expressed in a conditional form (if so-and-so, then so-and-so) in order to predict the consequences that might occur and under what conditions. The elements of this task and the question strategy for implementing the task are described.

The first step is for students to make inferences and is usually in response to a question, such as, "What would happen to the way of life in the desert, if the government helped all the farmers of the oasis buy tractors, and they stopped using camels to pull their plows?"

The second step is that of explaining or supporting the inferences by determining the causal links between the condition (e.g. loss of the market for camels) and the inference. For example, if a third grade student makes the following inference: "If they can't sell their camels, they'll build towns," the teacher needs to help him make explicit the chain of causal links that leads from the loss of the camel market to the building of towns. The student, citing such facts as "most camels are sold for farm work," may reason that the nomads' inability to sell their camels to farmers will lead to seeking other ways to make a living; that in such an environment the alternatives require settling down (e.g. "there's not much else he can do and still move around") and consequently, growth of towns is likely.

The third step is that of identifying conditions that would be necessary to make the inference plausible: establishing whether the market is the only condition required to make herding camels profitable; whether a market is always necessary to the herding economy; and whether what happens when the price of food for cattle rises will also happen to other herds (such as camels). The student must determine the limits of the prediction and what the sufficient causes for the occurrence of the prediction are.

The fourth step is primarily an extension of the preceding steps, the difference being that the entire process builds upon one of the preceding inferences, for example: "If people settle down, they will want schools, policemen, and hospitals." Eventually the students may get to statements such as "They'll have to change their laws."

This process of inferring consequences through applying known facts and generalizations invites a greater degree of divergence than do either of the previously described cognitive tasks. This task, therefore, offers greater opportunities for creative use of knowledge. There is the possibility of generating a variety of cause-effect chains.

Unless the teacher is aware of the multiple possibilities, it is easy for him to limit the discussion to the most obvious suggestions. The danger of blocking out creative possibilities often arises when the line taken by students directs the discussion into areas of content unfamiliar to the teacher. This would suppress any incipient creative ideas. On the other hand, the divergence can be carried to the point of sheer fantasy completely unconstrained by facts and realities - which, in other words, amounts to imaginative storytelling. It is therefore equally important for teachers to see to it that the students are challenged to produce factual and logical support for their inferences in order to discriminate between tenable and untenable hypotheses.

It is also important for the teacher to be alert to the potential of certain examples, such as, the third grader's prediction that if the nomads stopped moving they might have different laws.

TEACHING STRATEGIES - ATTITUDES, FEELINGS, AND VALUES

One of the major emphases of this curriculum is in the area of feelings, attitudes, and values. It is recognized that these terms have a variety of meanings and implications and, further, that comparatively little is known about the outcomes of in-school procedures in this area. Nevertheless, a considerable body of theory and some research suggests that it should be possible to devise teaching strategies to facilitate attainment of objectives in this domain. The strategies presented below are designed to provide students with practice in: 1) exploring feelings - their own and others; 2) considering various approaches to solving disputes among persons and groups; and 3) analyzing the values held by people including themselves. A specific description of some of the objectives implicit in the curriculum may be found under Objectives.

It will be noted that there is considerable overlap among these strategies and the cognitive strategies - which is as it should be. One would hope that cognitive skills would be applied to affective concerns and that emotions would enter into cognitive performance.

In addition to the three strategies presented below, one will note the prevalence in the units of an additional question of the form "What do you think this person had in mind when he did...?" or "Why do you suppose they...?" These questions are designed to focus attention on the variety of human behaviors and their antecedents.

Exploring Feelings

In this strategy (described in Chart IV) students are encouraged to make inferences as to how other people feel and why; recognize the variety of possible emotional reactions to a given circumstance; relate what happens to other persons (or groups) to emotional experiences they themselves have had; explore reasons for their own emotional reactions; compare their feelings with those of others and, if appropriate, generalize to feelings of people in general.

It is anticipated that children will experience emotional reactions as they recall events in their own lives and see their parallels with experiences of others. It is therefore important that the teacher provide support where necessary, establish a sufficiently relaxed atmosphere for pupils to feel comfortable in such discussions, and be alert to the possibility of overly anxious reactions on the part of individual students.

Interpersonal Problem Solving

In this strategy (described in Chart V) students are presented with a problem situation involving conflict among persons or groups (e.g., playground disputes, disagreement over traditions) and are required to: propose and defend solutions; relate the events to similar experiences they have had; evaluate the way of handling the recalled problem and consider possible alternatives they could have followed.

It is particularly important that students become seriously involved in the issues raised - rather than simply giving what they consider to be acceptable or "good" answers. The latter is particularly likely when they are asked to evaluate their own (recalled) behavior. For this reason it is crucial that the teacher refrain from showing judgmental reactions and, on the contrary, accept the unusual or antisocial response at face value and encourage the student(s) to consider its consequences.

One danger, with this strategy, is that students may tend to engage in excessive judging of their own (or others,) actions without progressing to the crucial steps of: 1) exploring the criteria and values implicit

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Notes to the Teacher	Learning Activities
The teacher may examine the drawings to assess the children's expectations regarding school. Does the entire class stress reading? Are many of the drawings negative? For example: • Not to throw rocks • Not to fight Save all the children's pictures to be part of each one's booklet. Evaluation Exercise follows Act. 11.	Call on individual children to move pictures to form groups of those they think belong together. Then ask: 3) Let's look at this group of pictures. What name can we give it? 4) Which picture do you think might be put into another group as well as the one it is in now? Between each of these major questions you will probably have to formulate additional questions depending on the feedback you are receiving from the children. When you ask the children to group pictures (second question,) many of them will not remember the original focus for drawing and will make such responses as: I would put Mary's and Joe's together because they both have trees in the picture. Such grouping may represent a child's level of thinking. Others may respond immediately when the teacher says, "Remember the question was..." with such remarks as, "Oh, no, Joe's goes with Bill's because they're both learning things on the playground." Remember the child should group as he sees it-- there is no right or wrong grouping--but he should be encouraged to move toward that level of abstraction of which he is capable and that is appropriate to the question. The fourth question is planned to encourage flexibility in thinking. At the beginning of the year, the children may not see the possibility of an object's being placed in more than one group. However, offer the question so that children will become accustomed to the idea that the teacher is suggesting there is more than one possible response.

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Notes to the Teacher	Learning Activities
	2) Who do you think is teaching him? 3) Do you think it is hard or easy? 4) What makes you think so? 5) How do you think the little boys in the pictures feel about learning to brush their teeth or ride a two-wheeler? What makes you think so?

Most societies provide a formal means for teaching the young. In the following sequence (Act. 8-16) the children consider the different expectancies and ways of learning at school.

Developing Concepts This task requires that students have the opportunity to group a number of items and to label the groups formed. Do not give them a label. The important point is that the students see the relationship between items and recognize that the same items can be grouped in many ways, not that they be given a term for such groupings.

It is through this process of listing, grouping, and labeling that concept development is facilitated and a basis laid for other thinking skills. (See introductory material for a full statement on this task.)

8. Tell the children to draw a picture that answers the question:

What do children learn at school?

Have each child tell the class briefly about the content of his picture. Then place the picture on the chalkboard ledge.

If the grouping step in this activity is delayed until the next day, quickly review the content of the pictures. For example:

This is Betty learning to write on the board.

When the children have had a moment to look over the picture, ask:

1) Are there some pictures that seem to belong together?
2) What makes you think so?

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Notes to the Teacher	Learning Activities
	• Who is teaching him? • What is used to help him learn?
Inferring and Generalizing For a full statement on this task, see the introductory material. The third and fourth questions are meant to raise the question early in the program of people's reaction to events. The six-year old generally will respond in gross terms such as "glad." Do not press. Discrimination in the area of feeling develops slowly. Evaluation Exercise follows Act. 10.	Discuss the motion picture by asking: 1) What did you see in the picture? 2) What was Grandfather using to teach the little boy? 3) How do you think the little boy felt about learning to count in the Navajo language? 4) What makes you think so? 5) What other things do you think Grandfather will teach the little boy? In many communities, questions 6 and 7 may be productive and give recognition to the bilingual child. 6) How many of you know how to count in (Spanish, Italian, etc.)? 7) Who taught you? Encourage the children to think independently when they move beyond the facts of the picture. Help them to recognize that we can't always tell how people feel. Ask the children whether they learned something new in this picture. Do they have another way of learning to add to their list? (Act. 4)
	7. Display Discussion Pictures 11B and 11E. Ask: 1) What is the child learning?

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Notes to the Teacher	Learning Activities
	If necessary, frame additional questions to bring out the possibility of rewards or the No! response. If you feel a list of words is too abstract for your class at this time, tell the children that signals or signs are sometimes used instead of words. Have them recall a couple you are quite certain all know, such as, signal lights or a chord on the piano, by asking: • What tells you when to cross the street? To wait? • What tells you I want your attention?
The text of the book *Listen* is very simple and may have been used in kindergarten. If so, omit Act. 5. The photographs in the book are excellent and show children of several ethnic backgrounds. After you have read the book to the children, place it on the reading table for them to "read."	5. Read *Listen!* (Crume) to the children. Ask them to find out how many things the children in the story learned about by listening. Let the children recall what was learned by listening. Then have them check the list developed in Act. 4 to see whether listening had been listed. OR If you have a listening post and the record *Listen*, have two or three children listen to the record as they look at the book. Then have them tell the class what the children in the story learned by listening.
Intake of information. Here the children are asked to gather information by viewing and listening. The three study questions are not meant to limit their observation but to give direction to it.	6. Show the motion picture or the sound filmstrip *Two Knots on a Counting Rope*. Ask the children to find out: • What is the little boy learning?

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Notes to the Teacher	Learning Activities
	• Do you think it was hard or easy for the baby? • What makes you think so?
Organizing information	Help the children recall how they might organize their information (as in the Opener). Ask: If we want to see on the board how babies you've been talking about were learning the same things, how do you think we could do it? Record briefly on the chalkboard what the children are saying and let each child tally for "his baby." For example: To throw a ball ///// // To pile up blocks //// To talk // Direct the children's attention to the tally. Ask: What can we tell by looking at the marks on the board? If the children cannot respond to this broad question, ask: What were most of the babies learning to do?
Save this chart. Additions will be made to it throughout Unit I. Reserve space on the chart for a title. The children will be asked to suggest one in Act. 11.	4. List on a piece of butcher paper the children's responses to the question: What different ways did our babies learn?

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Notes to the Teacher	Learning Activities
Where possible, it is wise to refer to "some older person" at home rather than limiting the reference to Mother or Father so that the child living with relatives or in a foster home situation will not feel excluded. Intake of information. The purpose of this activity is to encourage the child to gather data through observation.	2. Ask the children who have younger brothers or sisters at home to find out whether they may bring one of the baby's toys to school and tell what they think the baby learns by playing with it. Encourage the children to talk with their parents or some older person about the toy and <u>to watch</u> the baby play with it. How do they show the baby they like what he does? OR Ask the children who have younger brothers and sisters at home <u>to watch</u> someone teaching a child. For example: How an older person is teaching the baby to walk or talk better. How someone is teaching a child not to go near the stove. How someone is teaching a child to cross the street. How he shows the child he is happy with him. OR Tell those children who do not have younger children at home to watch a baby or a little boy or girl they know or to ask some older person at home how he (the first-grader) was taught to do something.
Exchanging information	3. Let each child tell about what he saw or about the toy. Ask: · What was the baby learning? · How was he learning it?

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Evaluation Exercises

Learning Activity 1 - Question 5

Inferring and Generalizing

"What does this tell you about ...?"

Students' responses to this question can be used as evidence about the attainment of objectives. Note the responses by writing them on the board for students to read and/or to recognize as their own, by noting them down as they are given, by recording them on tape, or by having them recorded by a teacher's aide.

The following criterion and procedures are suggested:

1. Abstractness That is the extent to which pupils go beyond the immediate picture and specific personal experiences to make inferences as requested. (Objective 4, 17)

The procedure for evaluating responses on this basis would be:

a) Group together and tally the statements that contain the impersonal "we" or "you" and which refer to learning by doing things yourself. These would be considered the most relevant and therefore the top group, e.g., the third response in Act. 1, "You've got to ..."

b) Group together and tally statements that refer to personal and specific experiences of being taught by doing things alone, i.e, they are relevant but are confined to personal experience. See the first sentence given as an example in the unit. These sentences can be regarded as being at the next level.

c) Group together and tally sentences that refer to the specific event in the story and therefore have only marginal relevance to the question. See the second sentence in the examples in the unit.

d) Group together all irrelevant and unclear responses, e.g., "One time I put my shoes on the wrong feet ..."

Possible Use of Results

1. Note the number of tallies in each group and compare the results with those in Act. 15. In the meantime, work to increase numbers in the top group by repeating this kind of question more than once to remind pupils of what they are supposed to be thinking.
2. Note the individuals who fall in the bottom two groups (or bottom group) and take opportunities to give them the kind of attention that is likely to increase the relevance of their responses. Note particularly irrelevant responses.

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Notes to the Teacher	Learning Activities
Inferring and Generalizing This is a task which requires students to interpret, infer, and generalize about data. Through carefully organized question sequences, students are asked to compare and contrast data which they have previously collected, to formulate inferences on the basis of these data, and to state a generalization which they feel is warranted. (See introductory material for a full statement on this task.) The discussion sequences suggested indicate the purpose for which the particular material is used in the activity. However, children will respond in a variety of ways to the material offered. Do not reject comments such as "That looks like our baby," but do return to the focus of the discussion so that the level of discussion will rise above first observations. Evaluation Exercise follows Act. 1.	Development 1. Show Discussion Picture 4D (small child trying to put on her shoe). Ask: 1) What is happening in the picture? If the children observe only the child's action, ask: What is the mother doing? 2) Why do you suppose the mother is not putting on the little girl's shoe? 3) How do you suppose the little girl learned where her shoe belongs? 4) Does this remind you of the way you learned something? What? 5) What does this tell you about some ways we learn things? You may receive little or no response to the last question. Do not pursue it if the children are unable to move beyond their personal experiences. The purpose of the question is to lift the ceiling for the child who can respond more generally. Responses from six-year olds have been: · My mother taught me to put my shoes on. · The little girl will cry if her mother won't let her do it. · You've got to do it yourself if you want to learn how to do it.

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Notes to the Teacher	Learning Activities
The purpose of the Opener is to raise the question of how we learn to do the things we do. It may be wise to break the sharing about the pictures into several sessions. Record on butcher paper the people the children name. Keep this list; it will be used again in Act. 22 and 36.	For example: Dad ///// //// Mother //// Brother / Grandmother / If the children are not able to read the necessary names, a rebus can be substituted. Have the children look at the chalkboard. Ask: Who taught most of you children to do the things you drew in your picture Not all the children will be counting, but many will recognize the line that has the "most marks." This is sufficient. Let each of the children start a booklet in which he can enter his drawing. The teacher should note the child who has difficulty identifying what he can do and observe in other activities whether this is a pattern. If so, the teacher will want to keep this child in mind as she helps the class constantly identify its new knowledge and skills.

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Children begin to learn at an early age the kinds of knowledge, skills, and behavior that are approved by the group in which they live. In the sequence that follows (Opener-Act. 7), the children consider where and how they and other young children learned some of their skills.

Drawing before giving an oral response helps the young child think independently. The drawing can act as a guide or outline for what he plans to say. Some children may block on drawing. In such cases, the teacher should use her judgment as to the activity to be substituted. The child might look in a book for a picture of a child doing something that "I know how to do, too." Or he may talk with the teacher as the others draw.

Rarely will any one activity be the most worthwhile learning experience for every child. Teachers should feel free to make such adaptations as experience indicates, keeping the purpose of the activity in mind.

Opener

Ask the children to close their eyes and think for just a moment about something they know how to do. Then ask them to:

Draw a picture of something you know how to do.

Have each child show his picture and tell:

- What he knows how to do
- Who taught him how to do it

As each child tells about his picture, jot down the statements he gives or tape-record the session. If some children cannot remember who taught them, do not push. You need only a sampling. This information can then be typed (in primary type) to accompany the child's picture.

Tallying is one simple way of organizing information.

List on the chalkboard the people named by the children and who taught them these skills. Allow each child to put his own tally in the proper place.

UNIT I

MAIN IDEA: THE SOCIALIZATION OF CHILDREN TAKES PLACE PRIMARILY WITHIN FAMILY, PEER, EDUCATIONAL, AND RELIGIOUS INSTITUTIONS.

Organizing Idea: *Children learn from their parents, friends, teachers, and ministers (or priest, rabbi, guru, etc.).*

Contributing Idea:

4. Children learn a variety of skills and knowledge from a variety of people.

*Content Samples:

Symbols for rules - from teachers and parents or other adults
Symbols of their country - from teachers and parents or other adults
How to make friends - from boys and girls
How to read, etc. - from teachers
How to talk, walk, etc. - from parents or other adults

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* A great deal of the content is drawn from the children. It may vary somewhat from the content sample listed.

UNIT I

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Organizing Idea: *Children learn from their parents, friends, teachers, and ministers (or priest, rabbi, guru, etc.).*

Contributing Idea: 1. Children learn in a variety of ways.

*Content Samples:

Observing a child:
Being told
Being rewarded and punished

Contributing Idea: 2. Children differ in their feelings about what they are being taught.

*Content Samples:

What is hard or easy?
What do children expect to learn at school?

Contributing Idea: 3. Children learn rules of behavior for different times and places from a variety of people.

*Content Samples:

At church or in the synagogue
On the playground
In the classroom
During fire drill

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* A great deal of the content is drawn from the children. It may vary somewhat from the content sample listed.

OBJECTIVES

The objectives listed below are those particularly stressed in this unit. They are greatly shortened versions of the behavioral objectives presented in the master list at the beginning of this Guide. The number in parentheses following each objective refers to the corresponding objective in the master list. The teacher should carefully review the objectives before proceeding with planning for any unit.

a. Listing, grouping, and labeling - concept development (1)

b. Making comparisons (2)

c. Forming generalizations (4)

d. Explaining cause-and-effect relationships (7)

e. Forming hypotheses (8)

f. Sensitivity to feelings and thoughts of others (9)

g. Tentativeness and flexibility of thinking (16)

h. Comprehension of concepts and generalizations about families and how and where children learn (17)

i. Obtaining information from representational materials (18)

Note: Although these objectives are stressed particularly in this unit, the teacher should implement additional objectives in the master list where appropriate.

TEACHING STRATEGIES

In this curriculum the term *teaching strategies* is defined as a carefully designed and specified sequence of teacher behaviors. Such sequences are intended to be widely applicable and largely independent of particular characteristics of the content samples, students, and other conditions. It is recognized, however, that according to the feedback, strategies will have to be adapted to particular circumstances.

UNIT

In this curriculum the term *unit* is defined as the teaching-learning activities associated with one organizing idea.

KEY CONCEPTS

In this curriculum *key concepts* are defined as words which represent highly abstract generalizations. These powerful abstractions are selected for their capacity to organize and synthesize large numbers of specific facts and ideas. Because of their power, such concepts can be developed in an increasingly more complex and abstract manner throughout the social studies. They suggest not only main ideas which can serve as a focus around which units can be developed but they also suggest key questions to ask about such ideas.

KNOWLEDGE

In this curriculum *knowledge* is defined as consisting of: 1) key concepts in this curriculum; 2) main ideas; 3) specific facts. It is a body of important information which is selected from the social sciences and which students are expected to learn, understand, and use.

LEARNING ACTIVITIES

In this curriculum the term *learning activities* is defined as those activities in which students participate which are designed to promote attainment of objectives. In earlier literature these were referred to as *learning experiences*.

MAIN IDEAS

In this curriculum the term *main ideas* is defined as generalizations usually, though not necessarily, less abstract than the key concepts. They offer insights into the relationships which appear to exist in the world and which have a great deal of empirical evidence to support them.

ORGANIZING IDEA

In this curriculum the term *organizing idea* is defined as an idea which is an example of the relationship stated in the main idea and around which the content sample and the teaching-learning activities are organized. It is stated in terms students might be expected to use and understand.

QUESTION SEQUENCE

In this curriculum the term *question sequence* is defined as a carefully designed and ordered series of teacher questions which assist students by focusing on each step in performing a cognitive task.

STUDY QUESTIONS

In this curriculum the term *study questions* refers to those questions which have been designed to help students structure the gathering of information in an independent research assignment.

TEACHER'S GUIDE

In this curriculum the term *teacher's guide* is defined as the total book giving a year's teaching-learning program.

or points of view. He expresses sympathy for others and tries to understand their problems. He is willing to share; he seeks to help those with whom he interacts directly and also people at a distance from himself. He is aware of, and concerned about, the feelings of others. He recognizes and accepts the merits and disadvantages of different ways of life.

DEVELOPING CONCEPTS

In this curriculum the term *developing concepts* is used to refer to the task which requires that students have the opportunity to group a number of items and label the groups formed. The teachers should not give them a term or label for a group, because the importance of the task lies in the students' seeing a relationship between items and recognizing that the same items can be grouped in many ways.

It is through this process of listing, grouping, and labeling that concept development is facilitated and a basis laid for other thinking skills.

The term is used to refer to what was previously called cognitive task one.

GENERALIZATION

Much of what has been said about the nature of concepts and concept formation applies equally well to *generalizations*. The principal distinction between them, we would argue, is essentially grammatical. The term *concept* is usually applied to a single word label standing for abstracted characteristics that a number of instances have in common, whereas generalizations are often defined as statements with wide applicability which are in the form of sentences describing a relationship among the abstracted common qualities in a number of instances. The main ideas in this curriculum are generalizations in this sense since they are statements about human behavior which are selected because of their wide applicability in that area of inquiry.

HYPOTHESIS

In this curriculum the term *hypothesis* is defined as a statement formulated on the basis of relatively little data, applying to relatively specific instances, and, where possible, validated at a later time.

INFERRING AND GENERALIZING

In this curriculum the term *inferring and generalizing* is used to refer to the task which requires students to interpret, infer, and generalize about data. Through carefully organized question sequences, students are asked to compare and contrast data which they have previously collected, formulate inferences on the basis of these data, and state a generalization which they feel is warranted.

This term is used to refer to what was previously called cognitive task two.

INSTITUTION

In this curriculum the term *institution* is defined as a distinctive complex of social actions which is broader than an organization.

concept development and of concept attainment. In attempting to develop concepts related to a particular topic a teacher may ask a child to suggest a label for the characteristics that are shared by a variety of instances or items. Such a procedure is essentially that which is followed by teachers in the listing,grouping,and labeling exercises in the Taba Curriculum. Any one of a number of different labels might be considered acceptable. For example, materials, building things, construction materials might all be appropriate labels for a particular group of items. On the other hand, there may be specific concepts and concept labels which a teacher may want children to attain as one aspect of the prerequisites to the development of important ideas in social studies. In the Taba Curriculum such concepts as herder, hunter and farmer probably need to be well understood by third graders if they are to develop some of the important ideas about the people in their social studies program. The third grade teacher would therefore need to take steps to see that these and possibly some other concepts have been attained by students before they get too deeply into the relevant section of their program.

CONTENT SAMPLE

In this curriculum the term *content sample* is defined as selected data used to help students attain all of the objectives of the curriculum. Students are expected to use this data, although they are not always expected to acquire all of it.

CONTRIBUTING IDEA

In this curriculum the term *contributing idea* is defined as an idea which is relevant to the formation of the organizing idea and the main idea. It is frequently, but not necessarily, less abstract than the organizing idea or the main idea.

DECENTERING

Decentering represents growth away from self-centeredness and ethnocentrism. The self-centered person tends to be unable to take another's point of view and may not even be aware that his own ideas reflect a particular point of view. What others would perceive as "his" point of view would seem to him simply "the way things are."[1] He tends to project his own information on his listeners, assuming that the listeners know the information as he does. He is unaware or unconcerned about the effects of his behavior on others. His thinking is dominated more by specific, concrete perceptions than by characterizations of people as individuals. The ethnocentric person is inclined to stereotype groups of people different from his own and to attach derogatory labels to the stereotypes. He tends to set up the norms of his own culture as proper guides for the behavior of mankind everywhere.

A "decentered" person readily perceives another's point of view and takes it into account in his reasoning process. He is able to readily refocus or shift perspective to different frames of reference

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1. Roger Brown, *Social Psychology*, New York: The Free Press, 1965, p. 220.

Concepts may also differ in the way experiences are combined either to form or to refine and develop them. Such experiences may be primarily cumulative as, for example,in the case of the development of the concept of a particular color such as beige, or they may be combined in a primarily relational way as in the case of concepts such as time or size. In the Taba Curriculum there are occasions when teachers may need to extend and refine the concepts students already have by providing them with additional relevant experiences. Such a process may be described as being primarily cumulative. In the second grade, for example, the concept of supermarket might need to be developed cumulatively for it to encompass the meaning necessary for the development of some of the important ideas for this grade. There are also many occasions when relational factors will be stressed in furthering children's understanding of such concepts as democracy, values, and living standards. To understand their meaning for a particular occasion a child needs to know about the setting in which they are used. For just as one needs details of the referents to such components as *slow* and *deep* before they can be understood, so would the concept of *democracy* remain fuzzy and imprecise without a clear description of the time and place in which it is set. In order to understand the particular meaning given them on a particular occasion, students need to learn to have their referents clear and to look for the referents for this kind of concept when they meet them in their reading.

Since many of the important concepts in social studies are relational it is often difficult to specify their defining attributes precisely and unambiguously Care must therefore be taken to ensure that students recognize their relativity and hence their complex nature.[1]

In this curriculum concepts which evolve in the so-called *concept development* exercises where students list group and label are in general much less complex than the *key concepts* (for example, interdependence, conflict, and difference) which are high level abstractions to be emphasized, refined, and developed, as the curriculum itself is developed over the eight grades.

Concept Formation and Evaluation. While a person's grasp of a concept may be estimated from non-verbal behavior it is customary for measures of a school child's understanding of a particular concept to be based on whether he used the concept word appropriately in his speech and writing, as well on his ability to apply what has been learned in new situations, and on his ability to identify the defining attributes of a particular concept. It is also important for teachers to realize that different word labels may be appropriately used to identify a particular concept; they may of course differ as to level of abstractness. This particular point will arise most frequently in the *concept development* exercises of the Taba Curriculum.

Distinctions [2] have sometimes been made in discussions on concept formation between the function of

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1. "Concept Learning and Concept Teaching," Robert Glaser in Robert M. Gagne and William J. Gephart, *Learning Research and School Subjects*, Eighth Annual Phi Delta Kappa Symposium on Educational Research, Itasca, Illinois, F.E. Peacock Publishers, Inc., 1968, pp. 1-32 .

2. J. Bruner, et al., in *A Study of Thinking*. New York: John Wiley & Sons, 1956, discusses an elaborate form of concept attainment in Chapter 3. R.M. Gagne, in *The Conditions of Learning*. New York: Holt, Rinehart and Winston, 1965,discusses a simpler form of concept attainment pp. 129-134.

DEFINITIONS OF TERMS USED

APPLYING GENERALIZATIONS

In this curriculum *applying generalizations* is used to refer to the cognitive task that consists of applying previously learned generalizations and facts to explain unfamiliar phenomena or to infer consequences from known conditions and which encourages students to support their speculations with evidence and sound reasoning.

This term is used to refer to what was previously called cognitive task three.

AUTONOMOUS LEARNING

In this curriculum *autonomous learning* is defined as the learning act in which the child discovers relatively independently the relationships that exist and accounts for such relationships by building explanations. Autonomous learning implies also that the child becomes an insider in the learning process in that he clearly understands the purpose of the tasks he is performing.

CATEGORY

In this curriculum the term *category* is defined as a group and its definition.

CONCEPT

Since there is some difference of opinion in the literature about the meaning of the word *concept* and because it is used in two different ways in the Taba Curriculum, there is a need for a statement of the overall meaning given the word in this curriculum and of the distinction between the two uses made of it.

Concept Words and Concepts. A concept word or phrase may be defined as a symbolic representation or label for the end product of a process which results in a common response to a set of multiple stimuli. The word *sword* is such a label when it is appropriately used by the person who has learned through experience with different kinds of swords and sword-like objects to abstract the characteristics swords share while at the same time distinguishing them from daggers and knives. When faced with a new kind of sword he has never seen before he will be able to apply this experience and the associated abstraction of common characteristics to successfully identify the new object.

The attainment of a concept does not depend upon the use of its word label although the use of concept words and the associated feedback a child often has from such use can facilitate the development of a concept.

Levels of Concepts. The elements in a person's experience which enable him to develop a concept may be described as: 1) concrete because they are directly amenable to sensory experience, as is the case with colors and shapes, or 2) they may be more abstract as for example, "school" or "family," or 3) they may be highly abstract as in the case of those elements of experience that define instances of patriotism and freedom.

The factors or elements in experience that are used to build concepts may either be quite direct perceptual experiences such as touch and smell or they may be indirect, as when they are experienced through words and symbols.

CHART VI

ANALYSIS OF VALUES

Students are asked to recall certain behaviors and are asked to make inferences as to what values are involved, and how they differ from the values of others involved in analogous situations.[1]

	Teacher	Student	Teacher Follow Through
2)	What did they do... (e.g., to take care of their tools)?	Describes Behavior	Sees that description is complete and accurate
2)	What do you think were their reasons for doing/ saying what they did?	States inferences	Accepts. Seeks clarification, if necessary
2)	What do these reasons tell you about what is important to them?	States inferences regarding values	Restates or asks additional questions to insure focus on values
3)	If you ..(teacher specifies similar situations directly related to student, e.g., "If you accidentally tore a page in someone else's book, what would you do? Why?	States behavior and gives explanation	Accepts, may seek clarification
3)	What does this show about what <u>you</u> think is important?	States inferences about his own values	Accepts. Seeks clarification, if necessary
3)	What differences do you see in what all these people think is important?	Makes comparisons	Insures that all values identified are compared.

1) Sometimes all questions are not asked. However, the question exploring the students' own values should <u>not be</u> omitted.

2) This sequence is repeated for each group or person whose values are to be analyzed. Each group is specified by the teacher and has been previously studied.

3) This sequence is repeated in order to get reactions from several students.

CHART V

INTERPERSONAL PROBLEM SOLVING

Students are presented with a problem situation involving interpersonal conflict.

	Teacher	Student	Teacher Follow Through
	What happened? or what did ... you do?	Describes events	Sees that all events are given. Tries to get agreement or, if not possible, a statement of differences in perception of what occurred
1)	What do you think ... (a protagonist) should do? Why?	Gives response	Accepts response, seeks clarification where necessary
1)	How do you think ...(others) would react if he did that? why?	Makes inference and explains	Accepts. Seeks clarification, if necessary
	Has something like that ever happened to you?[2]	Relates similar event in his own life	Provides support, if necessary
1)	What did you do?	Relates recalled behavior	Seeks clarification, if necessary
	As you think back now, do you think that was a good or bad thing to do?	Judges past actions	Encourages student to judge his own past actions. The teacher may need to prevent others from entering the discussion at this point
	Why do you think so?	States reasons	Accepts reasons. If necessary, asks additional questions to make clear the criteria or values which the student is using in judging his actions
	Is there anything you could have done differently?	Offers alternative behavior	Accepts. Asks additional questions to point up inconsistencies where they occur e.g., "How does that agree with reasons you gave earlier?"

1) These questions are repeated in sequence several times in order to obtain a variety of responses.

2) If students have difficulty responding, you may wish to ask: "If this should happen to you, how do you think you would feel?" or "Has something like this happened to someone you know?" Another useful device is for the teacher to describe such an event in his own life.

CHART IV

EXPLORING FEELINGS

Students are presented with a situation involving emotional reactions on the part of one or more persons. The teaching strategy consists of asking the following questions, usually in this order.[1]

	Teacher	Student	Teacher Follow Through
	What happened?	Re-states facts	Sees that all facts are given and agreed upon. If students make inferences, asks that they be postponed
2)	How do you think...felt?	Makes inference as to feelings	Accepts inference
	Why do you think he would feel that way?	Explains	Seeks clarification, if necessary
	Who has a different idea about how he felt?	Makes alternative inferences and explanations	Seeks variety, if necessary. Asks for reasons, if necessary
	How did ... (other persons in the situation) feel?	States inferences about the feelings of additional persons	Seeks clarification, if necessary. Encourages students to consider how other people in the situation felt
	Have you ever had something like this happen to you?[3]	Describes similar event in his own life	Insures description of event
2)	How did you feel?	Describes his feelings. May re-experience emotions	Seeks clarification, if necessary. Provides support, if necessary
	Why do you think you felt that way?	Offers explanation. Attempts to relate his feelings to events he has recalled	Asks additional questions, if necessary to get beyond stereotyped or superficial explanation

1) Sometimes only certain of the questions are asked. The teacher should omit questions if students have answered them spontaneously.

2) These questions are repeated in sequence several times in order to obtain a variety of inferences and later personal experiences.

3) If students have difficulty responding, you may wish to ask, "If this should happen to you, how do you think you would feel?" or "Has something like this happened to someone you know?" Another useful device is for the teacher to describe such an event in his own life.

in their judgment and 2) considering alternatives. This tendency can be counteracted by preventing students from judging the actions of others and by moving the discussion to succeeding questions.

Analysis of Values

In this strategy (described in Chart VI) students are asked first to recall information about specified behavior on the part of an individual or group. They are then asked to explain why such behavior occurs as it does. The content and question are specific to types of behavior which clearly indicate values (e.g., "Why do you suppose they live near relatives?"). The next step requires students to infer what values are implicit in the behavior. This process is repeated for additional groups or individuals. The next step requires individual students to hypothesize about their own behavior and values. The last step requires comparisons among the various values which have been discussed. Thus students are encouraged to become aware of the variety of values people have and how they relate to their own values.

UNIT I

MAIN IDEA: THE SOCIALIZATION OF CHILDREN TAKES PLACE PRIMARILY WITHIN FAMILY, PEER, EDUCATIONAL, AND RELIGIOUS INSTITUTIONS.

Organizing Idea: Children learn from their parents, friends, teachers, and ministers (or priest, rabbi, guru, etc.).

Notes to the Teacher	Learning Activities
	Labels frequently suggested by average six-year olds: • Things You Don't Throw • Things You Learn Out of Books • How to Behave Put several groups of pictures with their labels on the bulletin board. Include a group that has reading in it.
The purpose of this activity is to help the children observe that people have different ideas about whether a task is difficult.	9. Read *Is It Hard? Is It Easy?* (Green). Direct the children's attention to the bulletin board, and ask: • Which things do you think are easy? • Which things do you think are hard? • Which are you not sure about? • On which things do some of us have different ideas about whether they are hard or easy?
Intake of information. "Reading pictures." Some first graders may be able to work for a few minutes in groups of two or three.	10. In this activity you will be using Discussion Pictures 3B, 3C, 3D, 3E, and 18B. If at this point your group is mature enough to work independently for a few minutes, let ten children (or fewer, if necessary) work in pairs with each pair looking at one picture. Tell them to think about: • What the child is learning • What he is using • What else they see in the picture

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Evaluation Exercises

Learning Activity 6 - Discussion Question 3

Inferring and Generalizing (Feelings)

"How do you think the little boy felt ...?"

Students' responses to this exercise can be used to judge the extent to which Objectives 9, 10, and 11 have been met. Recording of responses for evaluation purposes could be as suggested for Act. 1.

The following criterion and procedures are suggested:

1. Decentering That is, the extent to which children are able accurately to describe the feelings of another person - in this case, the Navajo boy.

   a) Group together those responses that cover what, in the teacher's judgment, represent the full range of appropriate feelings and without any hint of inappropriate feelings, e.g., "He might like to count that way with his grandfather but he might feel funny counting that way at school."

   b) Group together those responses that are limited in range and/or appropriateness yet which are not completely irrelevant or ethnocentric, e.g., "He might think it's hard."

   c) Group together the rest.

Possible Use of Results

1. Note the number of tallies in each group and compare the results with those in Act. 15. In the meantime, work to increase numbers in the top group by repeating this kind of question more than once to remind them of what they are supposed to be thinking.

2. Note the individuals who fall in the bottom two groups (or bottom group) and take opportunities to give them the kind of attention that is likely to increase the relevance of their responses. Note particularly irrelevant responses.

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Notes to the Teacher	Learning Activities
Questions such as those suggested for use in looking at the photographs are the study questions by which children gather information critical to an interpretation or summary to follow. Children should not be limited to these basic questions but encouraged to look for additional information.	Let the children tell about their pictures and place them along the chalkboard ledge. Tell all the children to look at them for a moment. Then ask: 1) What is there in any of the pictures that you wonder about? (The children will probably think the clothing is strange.) Provide the children with any information they need in order to understand the differences they see in the pictures. 2) How are all these children alike? 3) Why do you suppose big people teach children to read? 4) What in the pictures makes you think the children are trying hard? OR If the children are not yet mature enough to follow through on this type of assignment, present the pictures and assume leadership throughout the activity.
Evaluation Exercise follows Act. 11.	11. Show Discussion Pictures 12A, B, C, D, E. Ask: • What do you think these children are curious about? • How are they trying to find out? • Are the ways these children are learning on our chart (Act. 4)? Review the list on the chart, and ask: What do you think would be a good name for our chart?

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Evaluation Exercises

Learning Activity 8

Concept Development

This activity can be evaluated on a class basis by recording all responses on the board and then evaluating them as suggested below: The data from this exercise may be used as evidence about the attainment of Objectives 1 and 16.

This exercise can be handled with, or without, refocusing on the original question. If no refocusing is given beyond the first questions about groups and reasons, then it should be possible to apply the following criteria to each pupil who groups pictures or to evaluate total class response. If refocusing is done, the criteria should be applied only to the total class response and must take into account the amount of refocusing by the teacher and its effect on the students.

1. Relevance

   a) Group together and tally the number (and from this the proportion) of groups that are relevant to the question, i.e., that refer to things we learn at school.

   b) Group together and tally those that are not relevant. (See example under Act. 2.)

2. Style

   This criterion may be applied either to the relevant groups or to all groups. Since there are likely to be several irrelevant groups, it will be most practical to put together and tally all groups using the following categories.

   a) Functional (or Contiguous) Those groups that have pictures put together because of a student's personal experience with items in them, or because they are found together in places he knows or where he sees people using them, e.g., "Because I play with those blocks in the play house."

   b) Descriptive Those groups in which pictures are put together because of color, form, shape, texture or what they are made of, e.g., "Because they both have chairs in them," or "story books in them."

   c) Class Those groups in which pictures are put together because of a characteristic or quality not directly observable in any one picture but which can be inferred for all of them, e.g., "Because they are about reading," or "Because these are to do with learning to write stories."

   d) Mixed Those groups in which pictures are put together for two or more reasons, e.g., the first two may have had a descriptive-type reason, then the reason for adding the next one is contiguous.

3. Flexibility

   Check each example of flexibility by tallying

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Evaluation Exercises

each time someone suggests, without any prompting, that a picture might be put in more than one group. A tally can also be made of the number of changes that are suggested when students are asked, "Are there any other ways we could group these items?" Note that if comparisons are to be made with similar kinds of exercises later in the year, it will be important to distinguish unprompted from prompted flexibility.

Possible Use of Results

1. Note the changes in the number of Functional and Mixed groups between this exercise and that in Act. 16. The hope would be that experience and appropriate questions (e.g., "Are you sure that all of these fit together in one group?) would lead to a reduction in the numbers of mixed groups and a consequent increase in the other groups.
2. Note the changes in the incidence of Flexibility (as tallied above) over these same activities. In the meantime, encourage flexibility by asking for other ways of grouping, and/or by saying, "What reason do you think I might have for putting these two pictures together?" i.e., by the teacher showing how items might be put in more than one group.

Maturity of Drawing

Drawings provide a particularly useful means of evaluation for first graders. Individual drawings may be viewed in the light of the criteria listed below. In most cases, it is convenient to divide the total group into top, middle, and bottom thirds.

1. Detail Drawings typically vary greatly in the amount of relevant detail provided. For example, some children may draw only one child with a book while others may include several children, numerous books, and the teacher. (Objective 19)
2. Proportion The extent to which various objects in the picture are in proper size proportions. It is very common for first graders to draw adults disproportionately large, for example. (Objective 19)
3. People emphasis Note may be made as to whether the drawings contain people or objects or both. A persistent omission of people may indicate that the child views the classroom as threatening or may indicate an orientation which is excessively focused on "things." (Objective 14)
4. Completeness of body As children grow in awareness and understanding of their bodies, this is often reflected in drawings. Where bodies are drawn, note the extent to which the various body parts are clearly indicated, e.g., are all facial parts included? (Objective 19)

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Evaluation Exercises

5. Action Representation of actions such as talking, writing, and dancing is one indication of higher thought processes. (Objectives 4, 19)

6. Communication When each child describes his drawing, the extent to which he is able to express himself may be noted. For example, a child may say he has drawn a boy reading when the drawing shows no reading matter. The important point is not that drawings be completely "literal" or "correct" but that the child be able to express himself as he wishes - when that is the purpose of drawing. (Objective 19)

Suggested Uses

The various indexes of maturity discussed above may be compared with subsequent drawings such as Act. 33 and Unit III, Opener. Children whose drawings are consistently immature may be given remedial attention, e.g., may be encouraged to describe in more detail; to practice including everything necessary to communicate what they wish to the viewer.

Learning Activity 11

Titles

Have the students list as many good titles (names) as they can and then have them choose the best. Evaluation of the original list and of their final choice should provide evidence about the attainment of Objectives.

The following criteria may be used with each title:

1. Inclusiveness (Objectives 4, 17)

   The extent to which a title includes the important (predetermined by the teacher) elements on the chart. The titles on the list could be grouped and ranked as follows:

   a) Those titles that include all the important ideas in the chart, e.g., "Different ways of learning about things."

   b) Those titles that include more than one of the important ideas in the chart, e.g., "Children watch and listen."

   c) Put together in another group those titles that refer to only one section of the chart. If necessary, make a further group of irrelevant titles.

2. Abstractness (Objectives 4, 17)

   The extent to which the chart content is ex-

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pressed in abstract rather than concrete terms in that the title refers to a quality, a condition, or an idea rather than to objects that are directly accessible to the senses. Suggested categories are as follows:

a) Those titles that are expressed in abstract terms, e.g., "Learning" or "Ways of Learning."

b) Those titles that are expressed in more concrete terms, e.g., "Mothers telling Children."

Possible Use of Results

1. Note the size of the Inclusiveness groups and the changes that occur in them by the concluding activity. In the meantime, aim at increasing the size of the a group by asking for titles that refer to all of the things in a chart, a list, a number of pictures, or in a story.
2. Discussion on 1 will probably facilitate improvement in the Abstractness scores. If it does not, ask as often as possible for a single word that sums up a chart, story, etc.

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Notes to the Teacher	Learning Activities
Inferring and Generalizing For a full statement on this task see the introductory material. The purpose of this activity is to help the children become more aware of the special skills some people have. Few children will be able to move beyond the film experience to infer about others; however, open the topic. Do not push. Evaluation Exercise follows Act. 13.	12. Show the motion picture *Ricky's Great Adventure*. The purpose of this film is to help the children become more aware of the fact that some children may have to specialize in some particular ways of learning. Ricky is a blind boy of six who uses his highly developed sense of touch and hearing to solve problems and to about his world and how to move about in it. Suggested question sequence: 1) What happened in the picture? 2) Select an appropriate episode and ask: Why do you suppose this happened? 3) What was Ricky able to do about it? 4) How do you think Ricky felt? The teacher? 5) Thinking about Ricky and people you know, what idea do you get about what people learn? Alternate Reference: *Windows for Rosemary* (Vance)
This activity begins a sequence in which children can consider what they want most to learn and what is the variety of desires within the class.	13. Have each child draw a picture to show something he **is** very curious about or something he would very much like to learn to do. As you move about the room, chat with the children to assess whether they are focusing on "what they want to learn" (i.e.,to ride a bike) or on "what they want" (i.e.,a bike). A restatement of the question usually helps the children keep the focus in mind. Direct the children's attention to the chart started in Act. 4. Ask: Is there some way we could use our list that would help you learn what you want to know?

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Learning Activity 12

Inferring and Generalizing

Responses to Question 5 could be recorded in one of the ways suggested for Act. 1 and the results used as evidence about the attainment of Objectives.

The following criterion and procedures could be used for such an evaluation.

1. Abstractness (Objective 4)

   Here we are concerned with the extent to which children abstract the principle that some people have to learn in special ways because of some handicap or some special need. The following categories may be used:

   a) Responses that are evidence of the application of such a principle, e.g., "I know a boy who broke his arm and he had to learn to eat with his left hand."

   b) Responses that do not go beyond the effect of blindness on the way people learn.

   c) Responses that refer only to blindness and without any reference to learning.

   d) Responses that point to a misunderstanding of the question, even when it is repeated.

Possible Use of Results

1. Compare the number of responses in the a and d groups with the numbers in these groups in Act. 26. In the meantime take every opportunity that offers to help children through questioning to get at the underlying principle of a particular question sequence.
2. Note the names of those children who make the d responses and judge the effectiveness of any remedial work by checking their performance in Act. 26 and 28.

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Notes to the Teacher	Learning Activities
Inferring and Generalizing For a full statement on this task see the introductory material.	14. Let each child talk to his neighbors for a minute to see what they were curious about or wanted to learn. Remind the children to listen carefully to what his neighbor is telling him. Ask: 1) Did anyone find someone who wants to learn the same thing you do? 2) Who found someone who wants to learn something different? Read *Tell Me Please! What's That?* (Jaynes). 3) What did Juan want to learn? 4) What did David want to learn? 5) Why do you suppose they wanted to learn different things? 6) What does this tell you about the things people want to learn? Typical responses have been: • My mother knows how to speak Spanish. • You oughta learn to read. • There's lots of things people want to learn.
Developing Concepts For a full statement on this task see the introductory material. The first two approaches to Act. 15 may be used to evaluate the level of abstraction the children have reached. The third alternative is more a teaching act than a testing act.	15. Act. 13 provides material that can be used in a Developing Concepts task. In those classes where children are able to work in small teams, the following procedure has been found successful: • Quickly review the content of the pictures. • Have two teams of not more than three each group the pictures. • Give each team about half the pictures, making certain there is a variety of content represented in each half.

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	• Tell each team to put together those pictures that it thinks belong together and to think of a name for each group of pictures. • Have each team report on its grouping, including the name, and tell why it is putting the pictures together. Also have it give the name chosen for the group of pictures. • Have each team arrange several groups of pictures on the bulletin board. • Have the class suggest other groupings they think might have been made. OR If the children are not yet ready to work in teams of two or three, follow the procedure suggested in Act. 8. OR The material might be used in an activity <u>not</u> regarded as open enough to be considered an evaluation of the level of concept development although related to it. The procedure would be as follows: • Display a number of pictures along the chalkboard ledge. • Hold up a couple of pictures and say: I have put these together because... (Give the children your reason). Ask: • What picture would you add to the group? Why? • What shall we name the group? Why? • Group one picture from this group with another group using a different rationale.
The purpose of this third alternative is to encourage the children to seek out a number of relationships and to move beyond the operational level, if they are able to recognize the basic for a more abstract group when it is presented. This activity may be appropriate for only a part of the class. If so, work with a small group.	

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Notes to the Teacher	Learning Activities
	Ask: • What do you think I'm thinking now? • What shall we name this group? Move the picture a few more times, and ask: • How many different ways did we group this picture?
	16. Show the motion picture *Schools and Learning*. The purpose of the film is to catch the excitement of learning. Mr. Godfrey Cambridge, narrator of the film, gives this quality to the narration. Alternate Reference: *Friday Surprise, The* (Freeman)

Society provides means, such as formal teaching and symbols, to help its members identify with the group of which they are members. In the following sequence (Act. 17-22), the children consider those teachings of home and school that help them identify as Americans.

Intake of information. Listening to a text being read with specific questions in mind. Inferring and Generalizing For a full statement on this task, see the introductory material.	17. Tell the children to think for a moment about what they would say if you asked them to tell something about themselves. Read several selections from *Who Am I*, (Behrens). Before reading the last selection, tell the children to listen to find answers to these questions: • How were these children different? • How were they all the same?

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Notes to the Teacher	Learning Activities
	Discuss the information from the text. Then ask: • How are all of us the same? • Why do you say that? The teacher should be alert to whether some class member is a citizen of another country and adapt the second question to the situation. Provide an opportunity for such a child to tell about his country as the class moves through this sequence.
Observing; Recall of information	18. Ask the children to look around the room. Ask: • What things do you see that remind you that you are Americans? • What things do we do each day that show we are Americans? • What things did you hear about in kindergarten that told about Americans?
Recent studies indicate the seven-year old is quite aware of the existence of the President, probably because of viewing him on T.V. Use this awareness to help the child see that parents and schools teach about our country. (See Teacher References in Bibliography.) Do not expect an understanding of government nor a sense of time. Such concepts are quite sophisticated.	19. Show and read about the pictures you feel appropriate for your class from the reference below. Suggested Reference: *Families and Social Needs* (King), pp. 127-141 Have the children discuss the readings using questions that are appropriate for the selection. For example: • What did this person do? (or does he do) • Does he live now or did he live long ago? OR

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Notes to the Teacher	Learning Activities
	• What happened in this story? • Would you say it happened a short time ago or long ago?
Organizing information The teacher should remain alert to additional material being published that presents our many different ethnic groups and is appropriate for six-year olds. Knowledge of the contributions of his ethnic group is important to a child's sense of self-esteem.	20. Begin a chart on butcher paper divided into two sections, such as: Long Ago | Now 21. Read several of the following stories and discuss them with the children. Have them decide whether the stories are happening now or happened long ago. Let volunteers draw pictures to illustrate the story and put the pictures under the agreed upon heading on the chart. Suggested References: *Fourth of July Story, The* (Dalgliesh) *Harriet and the Promised Land* (Lawrence) *Stars and Stripes, The* (Freeman) *Weed Is a Flower, A The Life of George Washington Carver* (Aliki)

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Notes to the Teacher	Learning Activities
	Optional Activity: The story of Harriet Tubman or George Washington Carver (*A Weed Is a Flower*) would provide material for the children to develop a story sequence. One of the following ways might be used: • Have the children recall what happened, the order of events, and the characters. • Have the children dramatize the story. OR • The children might paint or draw pictures of the characters, cut them out, and tack on sticks or a ruler. Have them present the story as a puppet show. OR • Have the children choose one part of the story to draw about. Then have them decide on the sequence as they place the pictures along the chalkboard ledge or on the bulletin board.
Children often volunteer to bring pictures or supplies from home even though it is impossible to do so. It is usually better to ask, "Who will try to bring...,"thus making it more comfortable for the child to offer.	21. Suggest to the children that they might ask some older person to tell them about someone he thinks is or was an important American. Give each child an opportunity to share what he has learned and to tell who gave him the information. He might want to make a picture and place it on the chart developed in Act. 20. OR

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Notes to the Teacher	Learning Activities
Remember to caution children not to cut a picture from a magazine without an adult's permission.	Some children might look in an old magazine for pictures that remind them of America. Let those who bring magazine pictures tell about them and place them on the chart. OR Some of the children might watch for something on T.V. that tells about America. Let the children illustrate the story, tell about it, and enter their pictures on the chart.
Inferring and Generalizing For a full statement on this task see the introductory statement. Organizing information Observe particularly the responses of children who were unsure of themselves when they were asked to draw what they could do in the Opener. Are they becoming more sure of themselves and their knowledge?	22. Ask the children to think for a moment of what they know about America. Then ask them to think of where they learned about America and have them tell the rest of the class. Tally the responses to the second question on the board. For example: From Mother or Father ///// // From a friend /// From my teacher ///// //// From T.V. ///// ///// Have the children look at the tally. Ask: 1) What can you say about where and how we learn about the people of America? If the children respond with only one source, ask: Is that the only place? Now what can you say?

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Notes to the Teacher	Learning Activities
	2) Which of these people do you think try hard to teach you about the people of America? Have the children look at the chart they developed in the Opener. Are there any more people they think sould be added to the list?
	The members of a group are controlled by rules, which may be either formally stated or indirectly understood. The following sequence (Act. 23-31) deals with rules of behavior and how they are learned.
	23. Display Discussion Picture 18A. Ask: 1) What do you think is happening in this picture? 2) What makes you think so?
You will probably get a greater variety of response if the children draw their answers to the question before you list.	24. Ask the children to think for a moment about the question: How do children get into trouble? List the responses on the chalkboard. Typical responses have been: • Climbing a telephone pole • Getting into Mother's lipstick • Fighting with my little brother • Not coming straight home from school • Getting in the flowers • Fighting over which T.V. program to watch • Going away at dinner time

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Notes to the Teacher	Learning Activities
The example in this activity (and developed in Act. 26) is given only to show one way an episode has been developed. Adapt the questions to situations you receive from the children in Act. 24. Role-playing is an effective technique which can help children experience a sense of the dilemma of decision-making and provide content for them to use to discuss behavior. See the Teacher's Reference on role-playing in the bibliography.	25. Select from the list a situation you think would be productive and build it into an episode for role-playing. For example: Mother was busy cooking dinner while Father was watching the news on T.V. Betty and her friend Mary from across the street were making doll clothes when Mary said, "It's time for the cartoons. Come over to my house and watch with me." "Mother," said Betty. "Can I go over to Mary's house to watch T.V.?" Read the episode and let volunteers assume the roles of the four characters. Let them play the episode in answer to the question: What do you think will happen? Classes will differ in the inventiveness with which the children follow through in role playing. Much will depend on the type of kindergarten experience they have had. Frequent opportunities that do not require a great deal of time will probably be most profitable with six-year olds. The following is a sequence from a recording of a first-grade in a school in a low-income area. These children had had kindergarten experience. Mother: No. I'm cooking dinner. Betty: No. I wanna go. Mother: You heard what I said.

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Notes to the Teacher	Learning Activities
	Father: What's going on out there? Mother: Betty wants to go over to Mary's to watch T.V. and dinner's almost ready. Father: Stay home and watch your own T.V. Betty: No. 'Cause you always watch what you want to watch. (Betty and Mary leave.) Mother: Do you suppose they've gone? Let's go get her. (Betty reappears.) Mother: Go wash your hands, Betty.
Leave the fifth question open as to <u>when</u> Father and Mother might have behaved differently - when Betty asked for permission, or after she returned. As the children suggest alternate behavior, ask: How do you think Betty would act then? Some children may be able to see that people behave differently in different situations. <u>Evaluation Exercise</u> follows this Act.	26. Discuss the way the children in your class finished the story they acted out. Suggested question sequence: 1) What happened after (Betty) asked to go with Mary? 2) How do you think (so and so) felt? 3) How do you think (a second person) felt? (A third person?) 4) Has anything like this ever happened to you? 5) What other way do you think _____ and_____ might have acted? The child? If other children should like to try another way of role-playing the ending of the episode, help them "set the stage" for the new ending.

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Evaluation Exercises

Learning Activity 26

Attitudes and Feelings

Questions such as these are particularly useful in assessing feelings and attitudes. The discussion may be taped for subsequent analysis or a check list may be used by an observer to record behaviors which fit the categories below. In either case it should be possible to obtain information on individual pupils and/or the class as a whole.

The following criteria are suggested:

1. Sensitivity (especially Questions 3 and 4) (Objectives 9, 10, 11)

   Responses may be categorized as follows:

   a) Those that go beyond the obvious. Examples pertaining to Act. 25 would be: "Betty's mixed up," "They all feel sad."

   b) Those that include the obvious, e.g., in Act. 25, "She's mad," "Mother's mean."

   c) Those that are irrelevant or otherwise indicate lack of "appropriate" recognition of feeling, e.g., in Act. 25,"Betty's dumb," "I don't know," "They're hungry." Also note children who seem unable to respond at all.

2. Decentering (especially Question 4) (Objectives 9, 10, 11)

   a) Responses that describe situations which are similar in terms of dynamics and/or feelings. Examples pertaining to Act. 25 would be: "I got mad when my brother wouldn't let me use his ball," "My mother makes me go to bed too early."

   b) Responses that describe situations which are similar in superficial detail, e.g., in Act. 25 ,"We watch Captain Kangaroo," "I wash my hands before dinner."

   c) Responses which are irrelevant. Note also children who seem unable to respond.

3. Rationality (especially Question 5)(Obj.7,8)

   a) Responses indicating a plausible solution to the conflict. Examples pertaining to Act. 25 would be "Mother could have said Betty could go later," "Betty could have asked to watch at home."

   b) All other responses.

Suggested Uses

1. As the year progresses, one would hope to see a larger proportion of the class giving responses in the a category on each criterion. Comparisons may be made with similar exercises (Unit II, Opener, Unit III, Act. 14), keeping in mind that different "content" will have an effect on the responses.
2. Note particularly those pupils who seen unable to answer the questions or whose responses are consitently punitive. Additional opportunity to explore feelings may be indicated.

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Notes to the Teacher	Learning Activities
Inferring and Generalizing For a full statement on this task see the introductory material. Probably most children will respond in terms of the specific situation (being lost). This is to be expected of six-year olds.	27. Direct the children's attention to the list on the board (Act. 24). Ask: 1) What rules do we have at home or at school about the things we have on the board? 2) Why do you suppose we have these rules? Select one situation that requires cooperation of more than one person if the rule is to work. Ask: 3) Who has to help if the rule is to work? 4) What other rule do we have where more than one person has to help to make it work? Direct their attention to the list. Let volunteers tell what punishment children get for breaking rules.
	28. If it is available, show the motion picture *Schools and Rules*. Tell the children to watch and listen to see how many people are worried when one child forgets a rule. Suggested question sequence: 1) What happened in the picture? 2) How do you think the little boy felt? How do you think the other children and the teacher felt? 3) What does this tell you about what can happen when we break a rule?

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Notes to the Teacher	Learning Activities
Intake of information through observation	29. Take the children on a short walk around the school and neighborhood. Tell them to see how many reminders of rules they can see. For example: • Lines painted on corridors or streets • Traffic lights • Stop signs • Speed limit signs • Signs about littering Let the children tell what they saw. Then ask: What other way do people tell each other something without talking? Read *Talking Without Words* (Ets). Let children who wish draw a picture to illustrate how someone he knows tells him something without using words: This is the way my (Mother, Father, Sister, etc.) shows me... Have the children enter their pictures in their booklets. Alternate Activity: If the neighborhood walk is not an appropriate activity for your class, show the children the signs in a picture book. Then follow through on the rest of the activity.

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Notes to the Teacher	Learning Activities
	Suggested References: Book — *I Read Signs* (Funk) Filmstrip — *Mind the Signs*
Act. 30 and 31 are meant to call the children's attention to the fact that behavior that is considered appropriate in one situation may not be considered appropriate in another.	30. Write on the chalkboard: WALK. DO NOT RUN. TALK QUIETLY. Help the children read these rules. Ask: 1) Where do you think you would be if you had to obey these rules? 2) Where is it all right to run? 3) Where is it all right to yell? 4) What idea do you get about rules?
	31. Let volunteers tell: • How they behave in church and other religious meeting places. • Who teaches them the rules. Let the children tell what else they learn at church. Ask: What do you think (the minister, rabbi, Sunday school teacher) is trying to teach you?

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Notes to the Teacher	Learning Activities
	Have the children look at the list developed in the Opener. Is there anyone they should add to the list?

Friends, both adults and peers, are important in the socialization of the young child. The following sequence (Act. 32-37) deals with friendship and the things learned from friends.

Note those children who seem to have difficulty identifying a friend. Watch to see whether the problem lies in the drawing or whether the child is unsure of who his friends are.

Developing Concepts For a full statement on this task see the introductory material.

32. Tell the children to close their eyes for a minute and think about the question:

    What people besides your family do you feel good to be with?

Ask the children to draw a picture of themselves and the person they were thinking about.

Display Discussion Pictures 6A (two little girls), 6C (three boys), 7A (teacher and little boy), 11C (old man and child), and 17E (boy watching a man milk).

Ask the children to look carefully at the pictures. Then ask:

- Which of these do you think you might put your picture with?
- Why would you put it with that picture?

Have the children place their drawings alongside the pictures where they think they belong. Ask:

- What could we call each of these groups of pictures?
- How many different kinds of friends did we show?

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	Let each child dictate what he wants to say about his picture. Write or type the "story" and let him paste it on his picture and enter it in his booklet. Many teachers have found it helpful to tape record the sessions when children tell what they want written. Taping allows the teacher to give full attention to what the child says and at the same time preserves the record. Optional Activity: Read one of the books listed below and discuss what the children did to show they were friends. Suggested References: *Friend Is Someone Who Likes You, A* (Anglund) *Friends, Friends, Friends* (Jaynes) *Let's Be Enemies* (Udry) *Letter to Amy, A* (Keats) *Two Friends, The* (Manneheim) *Who Will Be My Friend?* (Hoff)
Keep the list developed in this activity. It will be used in Act. 35.	33. Read one of the following books to help the children see that big people can be friends. Suggested References: *My Friend Is Mrs. Jones* (Curry) *Old Man on Our Block, The* (Snyder) This book is without words.

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Notes to the Teacher	Learning Activities
	Ask: 1) Which of our drawings are about children being friends with grown-ups? 2) What other kinds of friends do we have? 3) How do you know someone is your friend? List the responses to the third question on butcher paper. For example: • She plays with me. • He lets me ride his bike • She tells me secrets. Ask: What do you think would be a good name for our chart?
Evaluation of title Some children will see no problem in this story - they will simply join the two little girls; others will be sensitive to the feeling of being left out that the main character felt. Accept the different interpretations the children offer.	34. Read *A New Friend* (Zolotow), up to the point where the little girl sees her friend playing with a new friend. Interrupt the reading to discuss what might happen or to role-play how they think the story will end. Suggested question sequence if discussion is used: 1) What has happened in the story? 2) Why do you suppose this has happened? 3) Has anything like this ever happened to anyone you know? 4) How do you think that person felt?

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Notes to the Teacher	Learning Activities
Formulating Hypotheses Students should be encouraged to suggest possible explanations for or predictions in unfamiliar situations. Faulty hypotheses should not be corrected at the point at which they are given, but once additional information has been gathered, they should be checked.	5) How do you think the little girl in the story feels? 6) What do you think will happen? 7) What can you say about friends? After the discussion or role-playing, complete the reading of the story and ask: How was the ending in the story like or different from the way we thought it would be?
	35. Review the list of "ways I know my friend likes me" developed in Act. 33. Ask: What ideas do you get about how you might make new friends?
	36. Ask whether any of the children can think of something they learned from a friend. Typical responses from first-graders have tended to be of the "showing how" variety. For example: He showed me how to whistle. He showed me how to play Parchesi. She showed me how to sew on her sewing machine (toy). Display the list of people developed in the Opener. Is there someone who should be added? The children will need to be reminded from time to time that question is: Who taught you how to do this?

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Notes to the Teacher	Learning Activities
Observe carefully whether those children who were unsure of themselves in the Opener can readily respond to this assignment.	37. Give the children the choice of drawing a picture that illustrates • Something I taught my friend OR • Something I'm going to teach my friend. Let the children dictate the "story" they want printed (or typed) to go with their picture. Have them enter the pictures in their booklets.
Evaluation Exercise follows this Conclusion.	Conclusion Read a couple of potential conflict situations (such as those below) to the children. After each situation, let the children respond to the questions: • What do you think (the speaker) will say? Give an opportunity for several children to respond. • What do you think (child addressed) may learn from this? • How do you think expects_____ to behave?

UNIT I

MAIN IDEA: THE SOCIALIZATION OF CHILDREN TAKES PLACE PRIMARILY WITHIN FAMILY, PEER, EDUCATIONAL, AND RELIGIOUS INSTITUTIONS.

Organizing Idea: Children learn from their parents, friends, teachers, and ministers (or priest, rabbi, guru, etc.).

Notes to the Teacher	Learning Activities

The following situations may be appropriate:

- It is almost time for the school bus, and Joe still is not dressed. His mother calls to him...
- Bill is lined up waiting his turn to go down the slide. Tommy pushes ahead of Bill. Bill says...
- Fred and Tommy sat next to each other in the front row at church. Tommy punched Fred and then Fred punched him back. Both the boys laughed. After church, a Sunday school teacher said...
- Ann liked to pass out papers in the classroom. She wanted to have the job every day, and she pouted when Miss Smith let Margaret pass the papers. Miss Smith said...

After using a couple of the situations, ask:

1) From what other people do children learn?
2) What can you say about the places where children learn to behave?

Write on the chalkboard the times or places where behavior can be very different. For example:

Reading time
Fire drill
Library
Recess
Church or place of worship
Party
When Father is asleep
When Mother is cooking
In the supermarket

UNIT I

MAIN IDEA: THE SOCIALIZATION OF CHILDREN TAKES PLACE PRIMARILY WITHIN FAMILY, PEER, EDUCATIONAL, AND RELIGIOUS INSTITUTIONS.

Organizing Idea: Children learn from their parents, friends, teachers, and ministers (or priest, rabbi, guru, etc.).

Notes to the Teacher	Learning Activities
	Ask the children to suggest words that tell how they behave at the times or places listed, or let them pantomime how they act. Ask: What do you notice about the way children are taught to behave?
The book *What Do You Say, Dear?* is a bit of whimsy in which a child gives all the wrong answers. Six-year olds have usually become so accustomed to the expected answer that they will quickly recognize the absurd.	Read *What Do You Say, Dear?* (Sendak). Each time the question (What Do...) is asked, pause and let the children predict what the response will be. Then continue. Ask: Why do you suppose I read you this book? Display several Discussion Pictures that show children learning both academic and physical skills and knowledge about the world in which they move. Suggested References: Knowledge of the world 12A, 12C, 12E Physical skills 4D Reading 3C, 3D, 18B Ask: 1) What do these pictures show children learning? 2) What ways do you see children learning? 3) What can you say about what and how children learn?

UNIT I

MAIN IDEA: THE SOCIALIZATION OF CHILDREN TAKES PLACE PRIMARILY WITHIN FAMILY, PEER, EDUCATIONAL, AND RELIGIOUS INSTITUTIONS.

Organizing Idea: Children learn from their parents, friends, teachers, and ministers (or priest, rabbi, guru, etc.).

Notes to the Teacher	Learning Activities
	Some responses to the third question have been: · Children learn lots of things at school, even to make friends. · Children learn from almost everyone they know. · We learn lots of things. You learn from your parents and at school too.

UNIT I

MAIN IDEA: SOCIALIZATION OF CHILDREN TAKES PLACE PRIMARILY WITHIN FAMILY, PEER, EDUCATIONAL, AND RELIGIOUS INSTITUIONS.

Organizing Idea: Children learn from their parents, friends, teachers, and ministers (or priest, rabbi, guru, etc.).

Evaluation Exercises

Conclusion

Inferring and Generalizing

Record (using tape, teacher aide, etc.) responses to the question, "What do you notice about the way children are taught to behave?"

The following criteria which are similar to those developed earlier could be used to estimate the extent to which objectives have been attained.

1. Inclusiveness (Objectives 4, 17)

   The extent to which the class has included all the important (determined by the teacher) items in their responses. Teachers may decide on a basic minimum of these so that any remedial work necessary is directed toward well-defined ends.

2. Abstractness (Objectives 4, 17)

   The extent to which ideas are summed up in one or more abstract words. A distinction needs to be made between abstract words that are vague and those which succinctly and appropriately sum up ideas. Note the occurrence of responses that contain one or more such abstract words in them. A phrase such as "in different ways" would meet this criterion as would such words as"...behave well when .." and "...know they must ..."

3. Tentativeness (Objective 16)

   This criterion applies to those responses which include evidence of some recognition of the limited nature of the evidence on which conclusions are based. It is a quality which will not often be found in first graders' responses, but this should not deter teachers from encouraging its development. Note those responses which contain evidence of tentativeness as here described. Words such as "From what we have said...," Probably..." are cues to this quality.

Possible Use of Results

1. Compare the numbers of Inclusive responses with those in Act. 12 and from this comparison adjust the instructional program to deal with continuing deficiencies.
2. Compare the names of children making inclusive responses with those in Act. 12. Provide individual assistance where it seems needed.
3. Make similar comparisons with the Abstractness category.
4. Work to increase the incidence of Tentativeness and record the data for comparison with responses to similar learning activities in the next unit.

OBJECTIVES

The objectives listed below are those particularly stressed in this unit. They are greatly shortened versions of the behavioral objectives presented in the master list at the beginning of this Guide. The number in parentheses following each objective refers to the corresponding objective in the master list. The teacher should carefully review the objectives before proceeding with planning for any unit.

a. Listing, grouping, and labeling - concept development (1)

b. Making comparisons (2)

c. Forming generalizations (4)

d. Asking penetrating, pertinent questions (6)

e. Explaining cause-and-effect relationships (7)

f. Forming hypotheses (8)

g. Sensitivity to feelings and thoughts of others (9)

h. Accepting merits of different ways of living and points of view (11)

i. Ability to relate one's own values to those of others (13)

j. Tentativeness and flexibility of thinking (16)

k. Comprehension of concepts and generalizations about how families differ in the ways they live and in the rules for its members (17)

l. Obtaining information from representational materials (18)

Note: Although these objectives are stressed particularly in this unit, the teacher should implement additional objectives in the master list where appropriate.

UNIT II

MAIN IDEA: FAMILIES DIFFER IN LIFE STYLE AND ROLE EXPECTATIONS.

Organizing Idea: Each family differs in the way it lives and the rules it makes for its members.

Contributing Idea: 1. Families differ in composition.

Content Sample:
- Large families
- Small families
- Families with grandparents
- Child's place in the nuclear family

Contributing Idea: 2. Families assign different roles to family members.

Content Sample:
- Jobs to be done in the home
- Different members who do the jobs
- Different tools used to do the job
- The nurturing role within the family

Contributing Idea: 3. People have different feelings about roles and tasks assigned to them.

Content Sample:
- Feelings about caring for younger children
- Feelings about sharing parent's time with younger children

UNIT II

MAIN IDEA: FAMILIES DIFFER IN LIFE STYLE AND ROLE EXPECTATIONS.

Organizing Idea: *Each family differs in the way it lives and the rules it makes for its members.*

Contributing Idea:

4. People differ in the rules they make for their families.

Content Sample:

Rules on:
- Pets
- Behavior

Change in rules:
- According to age
- According to situation

UNIT II

MAIN IDEA: FAMILIES DIFFER IN LIFE STYLE AND ROLE EXPECTATIONS.

Organizing Idea: Each family differs in the way it lives and the rules it makes for its members.

Notes to the Teacher	Learning Activities
	Many roles exist within the family group. The person playing a particular role may differ from family to family. The role may also be filled by someone outside the nuclear family. This sequence (Opener - Act. 27) deals with both instrumental (authority, buying) and expressive (tension management, supportive) roles.
The purpose of the Opener is to provide the teacher with some evidence of the children's insight into the feelings of others.	Opener Display Discussion Picture 7C. (Mother with a young baby; slightly older child looking on.) Tell the children to look at the picture for a minute. Then ask: 1) What is happening in the picture? 2) How do you think the little girl who is watching feels? 3) What makes you think so? 4) How do you think Mother feels? 5) What makes you think so?
The children are asked to draw their responses to question 6 to encourage them to think independently rather than being influenced by the remarks of others.	Ask the children to draw a picture that answers the question: 6) What do you think Mother will do after she finishes feeding the baby? After the children have drawn their pictures, let them tell: • What they have shown the mother doing • Why they think she will do this

UNIT II

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Organizing Idea: Each family differs in the way it lives and the rules it makes for its members.

Notes to the Teacher	Learning Activities
As the children choose pictures that are "very different," observe the basis on which they make the choice. For example: • Colors used • Objects appearing in the pictures • Actions are different or involve different people Let the pictures remain displayed on the bulletin board through Act. 3.	Stand the pictures along the ledge of the chalkboard and ask: If I asked you to choose three pictures that showed Mother doing very different kinds of things, which ones would you choose? Why? Let the children suggest three pictures, stressing that there is room for different ideas about what choice could be made. When there is a fair amount of agreement on three that are quite different, let a group put them on the bulletin board. Ask: What do you think would be a good name for our bulletin board? Let a child write the label and place it on the bulletin board. OR Give the children two or three titles of different levels of a) inclusiveness and b) abstractness. Ask: • Which title (or name) do you think would be best for our bulletin board? • Why do you choose that one? Discuss with the children which title "tells the most" about the bulletin board.

UNIT II

MAIN IDEA: FAMILIES DIFFER IN LIFE STYLE AND ROLE EXPECTATIONS.

Organizing Idea: Each family differs in the way it lives and the rules it makes for its members.

Notes to the Teacher	Learning Activities
	Development 1. Let children who have recently had new babies in the home tell what preparations the family made for the baby.
In selecting from a number of books, consider providing all groups of children with material in which the different ethnic groups of the American society are highly visible.	2. Select a couple of books to read about new babies. Suggested References: *Amy and the New Baby* (Brown) *Laurie's New Brother* (Schlein) *Peter's Chair* (Keats) (The last title is about a black family; the others, Caucasian.)
Attitudes, Feelings, and Values Developing empathy with others.	Discuss the feelings demonstrated in the stories after you have read each.
Inferring and Generalizing Probably few will be able to verbalize a generalization more inclusive than their own or Peter's experience. The objective is to open the discussion up for those who can respond.	Suggested question sequence: 1) What happened when the baby came home? 2) How do you think (main character) felt? 3) How do you think Mother/Father felt? 4) Have you ever known anyone who felt this way? 5) When did (Peter/Laurie) begin to act differently? 6) What idea does this give you about how people behave?

MAIN IDEA: FAMILIES DIFFER IN LIFE STYLE AND ROLE EXPECTATIONS.

Organizing Idea: Each family differs in the way it lives and the rules it makes for its members.

Notes to the Teacher	Learning Activities
	Typical responses from six-year-olds have been: · Laurie was mean. · Peter liked it when his father let him paint. · Sometimes you feel good, and sometimes you don't.
	3. Display again Discussion Picture 7C. Also direct the children's attention to the bulletin board (Opener). The questions you ask will depend on the drawings of the children. Use the appropriate questions: · Which of our pictures (drawings) do you think will make the little girl (in picture 7C) feel better? OR · Did we draw anything that will make the little girl feel better? What could we have the mother do for the little girl?
Getting content from the children	4. Duplicate a paper with the sentences, "The baby comes home. He will need these things." Have the children illustrate it.

MAIN IDEA: FAMILIES DIFFER IN LIFE STYLE AND ROLE EXPECTATIONS.

Organizing Idea: Each family differs in the way it lives and the rules it makes for its members.

Notes to the Teacher	Learning Activities
	5. List (by word or rebus) the items the children give from their illustrations. Ask: • Who will give the baby these things?
Organizing information Encourage children to suggest a variety of ways. Independent thinking	6. Have the children who have babies in their homes tell what must be done for them. List these on the board. Ask the children: If we wanted to see how many of us thought it was fun to do these things and how many of us thought it was trouble, how could we show it on the board? Let the children suggest as many ways as they can think of, such as: • You can ask, and we can stand up • You can ask, and we can put our mark on the chart • One of us can count hands Reach an agreement on procedure, and chart the results. For example:

This Must Be Done	It Is Fun	It Is Trouble
Give the baby a bath	/////	//
Stop her crying		///// //
Take her to the doctor	/	////
Feed her	///// /	//

This list need not be extensive for the children to draw some conclusions.

UNIT II

MAIN IDEA: FAMILIES DIFFER IN LIFE STYLE AND ROLE EXPECTATIONS.

Organizing Idea: Each family differs in the way it lives and the rules it makes for its members.

Notes to the Teacher	Learning Activities
Hypothesizing	7. Direct the children's attention to the chart. Ask: • What do you notice about the way we feel about the things that have to be done for a baby? • Who does these things for a baby? If the children suggest only "Mother," ask additional questions, such as: • Suppose Mother works; who does things for a baby then? • Who else in the family does things for a baby then besides Mother? The purpose of the additional questions is to forestall children from assigning a stereotyped role to Mother. Some children may hesitate to say that Grandmother or a baby-sitter could care for the baby. Optional Activity: If the children have suggested, in either Act. 5 or 7, that a baby needs love, you may wish to omit this activity. Display Discussion Picture 7E. Ask: 1) What do you notice about how this little boy looks? 2) How do you think he feels? 3) Why do you suppose he feels this way? 4) How do you think the mother feels? Remind the children of the <u>things</u> they drew (Act. 4) and <u>what needed to be done</u> for a baby (Act. 6). Ask: • When you look at the picture (7E), what else do you think a baby needs to make him happy?

UNIT II

MAIN IDEA: FAMILIES DIFFER IN LIFE STYLE AND ROLE EXPECTATIONS.

Organizing Idea: Each family differs in the way it lives and the rules it makes for its members.

Notes to the Teacher	Learning Activities
	8. Display Discussion Pictures 4A (a Chinese child being fed), 4C (an Ecuadorian girl carrying a child), 15B (a Nigerian father comforting his son), and 15E (a mother hugging her child). Tell the children to look at the pictures for a moment to see: · Whether there is something they do not understand · What is happening in the pictures After the children have looked at the pictures, ask: 1) What would you like to ask about these pictures? (The children will probably notice that the clothing in three of the pictures is different from clothing familiar to them. Answer their questions as to where the people live without giving them more inofrmation than they are ready for.) 2) What is happening in the pictures? 3) How do you think the "big people" feel about the children? 4) How can you tell? 5) How do you think the children feel about the "big people"? 6) How can you tell?
Note whether the children's questions are: related to "people" or "things," and whether the questions reveal an effort to gather facts or to interpret the picture. Independent thinking. You will probably receive a variety of reactions to questions 3 and 5. Do not try to reach consensus. The purpose of the discussion is to have the children consider that feeling is a two-way exchange.	9. Read *Love Is a Special Way of Feeling* (Anglund) just to enjoy it with the children.

MAIN IDEA: FAMILIES DIFFER IN LIFE STYLE AND ROLE EXPECTATIONS.

Organizing Idea: Each family differs in the way it lives and the rules it makes for its members.

Notes to the Teacher	Learning Activities
	10. Make up a game, such as "And Then There Were _____." The teacher might show a number, such as 4. A child could respond, "There were Mother and Daddy and Jim, then I came, and there were 4." The purpose of any such game is not only to convey the idea of increase in family size with a birth, but to personalize this increase.
Remember that children will offer to bring pictures but may meet with objections from their parents. Indicate to the children that this is possible and help them understand that these pictures are very precious to parents. If your teaching situation is such that pictures might be lost or damaged, it would be better not to suggest it to the children.	11. Let each child have at least one experience that will help him gather more information about himself. Select one or more of the following experiences that seem appropriate for the child: Have any children who can bring a baby picture (snapshot) from home, and arrange the pictures on the bulletin board. Have each contributor write his name in manuscript and place under his picture. Let these children suggest a name for the bulletin board. OR Let some children ask at home: · How many pounds they weighed at birth · How many inches long they were at birth Find some object of about the same weight for the child to lift so he can let his friends see how heavy he was. He might also draw a line on the chalkboard to show his length at birth. Let him dictate his "story" to be typed and placed in his notebook.

UNIT II

MAIN IDEA: FAMILIES DIFFER IN LIFE STYLE AND ROLE EXPECTATIONS.

Organizing Idea: Each family differs in the way it lives and the rules it makes for its members.

Notes to the Teacher	Learning Activities
	OR Some children may be interested in finding out who named them and how the adult happened to choose that name. Type the children's "stories" about their names and let them enter the stories in their booklets. OR In some ethnic groups, godmothers and godfathers play an important role in the events occurring in a child's infancy. Some children may want to tell about their godparents. Type their "stories" for their booklets. OR Invent other activities that seem more appropriate to your group. The purpose of the activity is to provide an opportunity for every child to participate, if he wishes, in a non-threatening activity.
12.	Read *The Important Book* (Brown) to help give the child a sense of importance as an individual. After the book is read, some of the children may want to draw "What Is Important About Me" and enter the drawings in their booklets.

UNIT II

MAIN IDEA: FAMILIES DIFFER IN LIFE STYLE AND ROLE EXPECTATIONS.

Organizing Idea: Each family differs in the way it lives and the rules it makes for its members.

Notes to the Teacher	Learning Activities
	13. Have the children look through their booklets. Tell them that someday soon you will ask them to give a title (name, if the children are not using "title") to the book. If the child is ready to give a title write it on a strip of paper and let him copy it onto the booklet. Some typical titles have been: • It Is About Me • Rusty • When I Was Little
Intake of information. Remember that this organizing idea is one that deals with differences. Children may be helped to form their statements or to verbalize contrasts by such additional questions as: • How did another family do this? • Now what can you say? <u>Inferring and Generalizing</u> Few six-year-olds will move beyond the very simple generalization. Do not push nor do their thinking for them.	14. Read *The Biggest House* (Jaynes). Show the children the two-page spread of Robert's family. Have them identify the members of Robert's family and count them. Let the children dictate a sentence telling how many members there are in Robert's family. Read *The Littlest House* (Curry). Show the children the two-page spread of the family in the littlest house. Let them count the members and dictate a sentence telling the number of members in the trailer family. Suggested question sequence: 1) What differences do you notice in the size of these two families?

UNIT II

MAIN IDEA: FAMILIES DIFFER IN LIFE STYLE AND ROLE EXPECTATIONS.

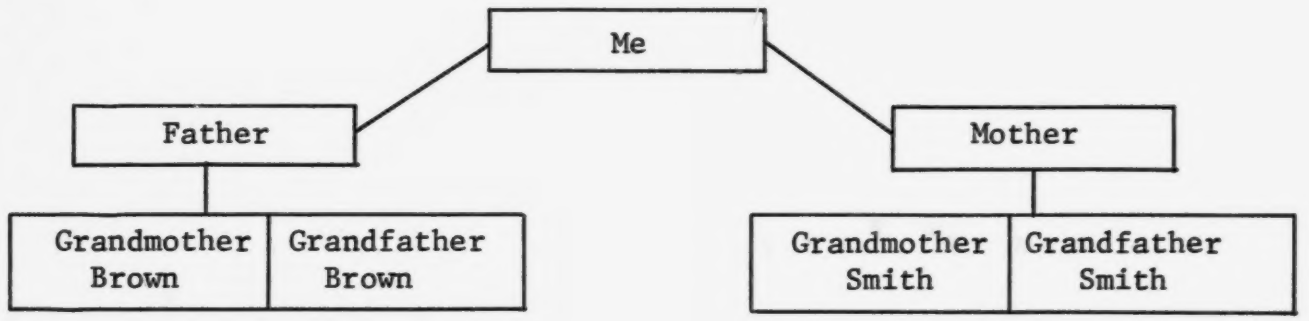
Organizing Idea: Each family differs in the way it lives and the rules it makes for its members.

Notes to the Teacher	Learning Activities
	2) What other differences do you notice? (Show the pictures in the books if the children do not recall easily.) 3) In what ways are the families alike? 4) How do you think these families feel about their houses? 5) What idea about families do you get from these two books?
Keep this list of generalizations for use in Act. 26 and Act. 35	List the children's generalizations on butcher paper. Typical responses have been: • Some families are big. • Some families are small. • Families live in a lot of different kinds of houses.
Intake of information	15. At this point, you may wish to broaden a child's understanding of "family." Bring to school a family album. Show a few pictures of relatives and clarify such relationships as: Grandmother - my mother's mother - my father's mother Aunt - my mother's sister - my father's sister OR Read a couple of stories that deal with family members beyond the nuclear unit.

UNIT II

MAIN IDEA: FAMILIES DIFFER IN LIFE STYLE AND ROLE EXPECTATIONS.

Organizing Idea: Each family differs in the way it lives and the rules it makes for its members.

Notes to the Teacher	Learning Activities
	Suggested References: *Of Uncles and Aunts* (Bettina) *Sky Was Blue, The* (Zolotow)
Some child may wish to refer to his grandmother or foster mother as Mother. Accept any title a child wishes to confer on those whom he includes in his family. Some children, for their own reasons, may not wish to make an album. Find some other activity they would enjoy doing. An awareness of the generations of relatives should give the children a sense of the continuity of the family. Change occurs within the family structure as members leave or are added, but there is also a continuity, which the children should sense. Organizing information If the children receive help from home on the family tree, call to their attention where they are learning. Save the family trees for use in Act. 18.	16. Let each child who wishes make his own "Family Album." He may draw pictures of each person and label, "Grandmother Brown," etc., or some of the more able children may write the relationship, such as, "My father's mother." 17. A few of the very mature children may be interested in developing a family tree that goes back several generations or extends beyond the family that lives together to include others of their own or their parents' generation. 

UNIT II

MAIN IDEA: FAMILIES DIFFER IN LIFE STYLE AND ROLE EXPECTATIONS.

Organizing Idea: Each family differs in the way it lives and the rules it makes for its members.

Notes to the Teacher	Learning Activities
	Suggested Reference: *Your Family Tree* (Komaiko) Some children may enjoy drawing their family trees on the chalkboard.
Inferring and Generalizing	18. If each child developed a family tree, have him locate himself and his parents. Ask: · Are you the only child your parents have? · If your mother and father have other children, they are your _____ or _____. · Where would you put them on the tree?
Secure a family picture large enough for the group to see easily rather than the ones suggested in the activity.	19. Display one of the pictures in *Father is Big* (Radlauer). Ask: · Which person is the father? · Which person is the son? · How many sons do we have in this room? Show the family picture in *Families and Social Needs* (King), p. 11. Ask: · Which person is the daughter? · How many daughters do we have in this room?

UNIT II

MAIN IDEA: FAMILIES DIFFER IN LIFE STYLE AND ROLE EXPECTATIONS.

Organizing Idea: Each family differs in the way it lives and the rules it makes for its members.

Notes to the Teacher	Learning Activities
	If some of the children are unfamiliar with the terms son and daughter, make a point of using these terms in meaningful situations until the children identify themselves easily as a son or daughter. Young children often think of a son as a father's son and a daughter as a mother's daughter. Use the terms often enough to help them clarify their thinking.
Pupil-response cards encourage a high level of pupil involvement. Each card should have the same word on both sides so the child can read it at the same time the teacher does.	20. Give each child two pieces of drawing paper cut to approximately 5 in. by 8 in. size. Have the children write Yes on both sides of one and No on both sides of the other. Tell the class that each child is to decide the right answer for himself and hold up the right card. Let the children respond as the following are read: • I am a sister. • I am a son. • I am a daughter. • I am a brother. • I have a brother. • I have a sister.

UNIT II

MAIN IDEA: FAMILIES DIFFER IN LIFE STYLE AND ROLE EXPECTATIONS.

Organizing Idea: Each family differs in the way it lives and the rules it makes for its members.

Notes to the Teacher	Learning Activities
A mirror can be helpful at times when children are asked to draw themselves. Some children like to take a look; others have a poor perception of their bodies. Letting such children look at and feel their necks, shoulders, and ears often helps them decide how to show these features in their drawings.	21. Let each child draw a picture of himself. Then tell the children to write on the picture all the names they could be called, such as, Tom, son. Have the children enter the drawing in their booklets.
Inferring and Generalizing	22. Show Discussion Picture 9B. Ask: 1) What do you think is happening in this picture? 2) What kind of things do you think the little boy will do or say to show who he is pretending to be? 3) What kinds of things do you think the little girl will do or say? 4) What will the little boy be when he grows up? 5) What will the little girl be when she grows up? Show Discussion Picture 9C. Ask: 1) What is the little girl learning? 2) Who is teaching her? 3) How do you think the little girl likes what she is doing?
Getting content from the children Save these drawings for use in Act. 27.	23. Ask the children to close their eyes and think for a moment about jobs that must be done at home. Tell the children to draw a picture that shows a job being done.

UNIT II

MAIN IDEA: FAMILIES DIFFER IN LIFE STYLE AND ROLE EXPECTATIONS.

Organizing Idea: Each family differs in the way it lives and the rules it makes for its members.

Notes to the Teacher	Learning Activities
Organizing information The chart will be titled in Act. 25.	24. If the children have reached the stage of maturity where they can talk in groups of two or three for a few minutes, let them meet and tell the small group about their pictures. If the children are still unable to talk productively for three or four minutes without an adult, omit the step suggested above. List on butcher paper the responses to the following questions: · What job is being done? · Who is doing the job? · What is he/she using to do the job?

Washing dishes	Mother Big sister	Sink Dishtowel Soap
Picking the apples	Father	Ladder
Caring for baby	Mother Baby sitter	Toys Swing
Fixing things	Father	Hammer

25. When the information is before the children, ask:

· What do you think would be a good name to put up above (indicate one column at a time)?

UNIT II

MAIN IDEA: FAMILIES DIFFER IN LIFE STYLE AND ROLE EXPECTATIONS.

Organizing Idea: Each family differs in the way it lives and the rules it makes for its members.

Notes to the Teacher	Learning Activities
Hypothesizing	26. Depending on the feedback the children gave for the chart (Act. 24), raise questions that will help the children see that roles change. For example: • Suppose Grandmother came to live with a family. What on our chart might change then? OR • Suppose Mother took a job working in a store every day. What do you think would change then? OR • Think about the times Mother is sick. What might change then?
Inferring and Generalizing	Enter on the chart (Act. 24) any additional workers the children suggest. Ask: 1) Which jobs on our chart are usually done by one person? 2) Which ones need others to help? 3) What can you say about work in the home? You may have to ask additional questions to encourage the children to give a variety of ways work is done. Sequence from a tape of first-graders: Norma — Mothers work hard. Jean — They're not the only ones. Like my Daddy, he dries the dishes every night. Child — We let ours drain. Teacher — Norma, did you mean that only Mothers work hard?

UNIT II

MAIN IDEA: FAMILIES DIFFER IN LIFE STYLE AND ROLE EXPECTATIONS.

Organizing Idea: Each family differs in the way it lives and the rules it makes for its members.

Notes to the Teacher	Learning Activities
Developing Concepts The purpose of this activity is to see whether the children will suggest a need for some type of organization when they place drawings on the bulletin board. Through many experiences, the children should arrive at the idea that grouping related items (as they see the relationship) brings order to a large mass of data. This is the basis of organizational charts with which they will be dealing throughout their school careers. Emphasize the variety of ways the pictures might be grouped.	Norma No. Teacher Could you tell me your idea so it tells us a little more about what you are thinking? Norma Lots of people work hard at home. Teacher Does someone have another idea about work? Child Sometimes different people do the job. Enter a few of the children's statements about work within the home on the chart started in Act. 24. 27. Use the drawings (Act. 23) for a task in concept development. Stand the drawings along the chalkboard ledge and quickly review: · The work being done · Who is doing the work · What they are using Ask: 1) How do you think we should arrange some of these pictures on our bulletin board? If the children do not suggest any kind of order, ask additional questions, such as: Suppose someone wanted to see what you have drawn about the ways Fathers work, how could you make it easy for them? If they wanted to see how many different people cook, how could we make it easy for them?

UNIT II

MAIN IDEA: FAMILIES DIFFER IN LIFE STYLE AND ROLE EXPECTATIONS.

Organizing Idea: Each family differs in the way it lives and the rules it makes for its members.

Notes to the Teacher	Learning Activities
Evaluation of title	What other ideas do you have about how they should be arranged? 2) Why would you arrange them that way? 3) What do you think would be a good title for the bulletin board? Let a small group arrange the groupings of pictures as suggested and write the title for the bulletin board.

Families make different rules of behavior, and they have different expectations for their members. The following sequence (Act. 28 - 36) deals with the differences between families and the differences within the family that result from changed situations or growing up.

If a rule relating to bedtime seems irrelevant to your group, build the episode around some behavior the parents are likely to be concerned about. For Example: • Eating from the refrigerator while Mother is away • Leaving the baby alone on the street • Climbing a telephone pole	28. Set up the following situation for the children to role play. After the family had eaten their evening meal, Father stretched out on the sofa to take a little nap. Mother began to do the dishes while Tom, Betty, and their big brother Jim began to watch TV. After Mother had finished the dishes, she came into the living room and said, "Tom and Betty. Upstairs! It's time for bed." "Please," wailed Tom. "Can't we just see the rest of this one program?"

UNIT II

MAIN IDEA: FAMILIES DIFFER IN LIFE STYLE AND ROLE EXPECTATIONS.

Organizing Idea: Each family differs in the way it lives and the rules it makes for its members.

Notes to the Teacher	Learning Activities
Role-playing	Let the children respond to the question: • What do you think might happen now? Let the children role-play one sequence they suggest. After they have completed the ending, ask: • Who decided what the children should do? • Who do you suppose made the rule about (going to bed)? • What makes you think so? If the children leave Father out of the picture entirely, make this suggestion: • Suppose Father is watching TV with the children. Then what do you think will happen? Discuss how rules change with age. Ask: • Why do you suppose Mother did not tell Jim to go to bed? • What do you think will happen when Betty and Tom get a little older? • When do Mother or Father sometimes change the rule? Give the children an opportunity to tell about times when rules were changed because: • Grandma was visiting • It was Christmas or some other feast day. • Daddy came home from a trip
Note whether the children shift the enforcement role from one parent to the other.	

UNIT II

MAIN IDEA: FAMILIES DIFFER IN LIFE STYLE AND ROLE EXPECTATIONS.

Organizing Idea: Each family differs in the way it lives and the rules it makes for its members.

Notes to the Teacher	Learning Activities
Getting content from the students	29. Duplicate for the children a paper that reads: One day my mother said, "Now you are big enough to. . ." Let the children complete the sentence either by writing or illustrating the ending. Give the children two or three minutes to share with one or two friends what they have written or drawn.
Inferring and Generalizing	30. Discuss with the children how they felt when they were given new responsibilities (or allowed to do something they had wanted to do). Ask: 1) How did you feel when . . .? 2) How do you think children feel when people say they are growing up?
Attitudes, Feelings, and Values	31. Show the motion picture *Allen Is My Brother*. Stop the film at the point where Allen is getting in the mud. Ask: 1) What is happening in the story?

MAIN IDEA: FAMILIES DIFFER IN LIFE STYLE AND ROLE EXPECTATIONS.

Organizing Idea: *Each family differs in the way it lives and the rules it makes for its members.*

Notes to the Teacher	Learning Activities
	2) What do you think could change the way Allen is behaving? Show the rest of the film. Then ask: 3) When did Allen start behaving better? 4) Has anything like this ever happened to you? 5) How did you feel? Help the children see that some are talking about when they were taking care of a younger child; others are talking about when they had a baby sitter. 6) How do you think Allen will behave when he gets older? Alternate Activity: Read *Jason and Timmy* (Scott) or *Big Sister and Little Sister* (Zolotow). Follow the question sequence suggested for the film.
Intake of information	32. Select several of the books below to read to the children. Ask the children to listen to find out: • What rules the family has • The things members of the family like • The things that bother members of the family

UNIT II

MAIN IDEA: FAMILIES DIFFER IN LIFE STYLE AND ROLE EXPECTATIONS.

Organizing Idea: *Each family differs in the way it lives and the rules it makes for its members.*

Notes to the Teacher	Learning Activities
	Suggested References: *Rice Bowl Pet, The* (Martin) (Chinese-American family) *What Mary Jo Wanted* (Udry) (black family) *When a Boy Wakes Up in the Morning* (McNulty) (Caucasian family) *Woody's Big Trouble* (Martin) (black family)
Inferring and Generalizing Attitudes, Feelings, and Values	33. Discuss the stories for the purpose of having the children observe the life style of the families. Suggested question sequence: 1) What happened in the story? 2) What do you think (the child) thought was important? 3) What do you think the "big people" thought was important? 4) How is this family different from people you know? 5) How is it like people you know? 6) What does this tell you about people?

UNIT II

MAIN IDEA: FAMILIES DIFFER IN LIFE STYLE AND ROLE EXPECTATIONS.

Organizing Idea: Each family differs in the way it lives and the rules it makes for its members.

Notes to the Teacher	Learning Activities
See the remarks on role-playing in Unit I Act. 25. The purpose of these two role-playing situations is to help the children realize that not all people have the same rules for their families. In some,the family eats together; in others, the children might help themselves to food when they are hungry. It is dangerous to establish "good" family behavior. The important point is for a child to understand his own family rules and to realize that these rules may differ from those of other families.	34. Set up a couple of situations for the children to role-play. If those given below do not seem appropriate for your children, create an episode more relevant to the student's experience. <u>Situation 1</u> Mother had cooked a large pan of stew. She knew that Father would be coming home from work soon and would want a good hot meal. She pushed the pan to the back of the stove where it would stay warm and went outside to look for Tommy and Bill because it was time for them to be indoors. Just as Mother went out one door, Tommy and Bill came in the other. "Gee what do I smell!" said Tommy. "Stew!" shouted Bill. Tommy got down two plates, and in a minute, the boys were not saying a word. Just eating, eating, eating. Before they had finished, Mother and Father came in. Let the children respond to the questions: • What do you think might happen now? • How do you think the other people will behave? Let the children act out their suggestions. Ask: • What other way do you think this story might have ended?

UNIT II

MAIN IDEA: FAMILIES DIFFER IN LIFE STYLE AND ROLE EXPECTATIONS.

Organizing Idea: Each family differs in the way it lives and the rules it makes for its members.

Notes to the Teacher	Learning Activities
	<u>Situation 2</u> Father was reading the evening paper and sister was doing her homework. Mother was talking on the telephone to Grandmother. Suddenly Jim and Bob ran into the room. "That's my marble," shouted Jim. "No. I found it in the garage. It's mine," Bob shouted back. Jim hit Bob, and Bob grabbed Jim. They began to wrestle about on the living room floor. Let children respond to the questions: • What do you think might happen now? • How do you think the other people will behave? Let the children act out their suggestions. Ask: • What other way do you think this story might have ended? 35. Discuss the different endings the children suggested and encourage them to draw inferences from the role-playing. Suggested question sequence: 1) What different ways did we end our stories? 2) What does this tell you about people?

UNIT II

MAIN IDEA: FAMILIES DIFFER IN LIFE STYLE AND ROLE EXPECTATIONS.

Organizing Idea: Each family differs in the way it lives and the rules it makes for its members.

Notes to the Teacher	Learning Activities
	3) Think for a minute about the rules we noticed in the stories we read (Act. 32) and the rules you showed in the plays. What idea does that give you about families' rules? Let the children enter their ideas on the chart begun in Act. 14.
	36. Read *When I Have a Son* (Zolotow) to let the children enjoy the idea of being a permissive parent.
Different family members fill expressive roles. In the following sequence (Act. 37-39), the children indicate the variety of members who might fill the role.	
Do not tally. The idea is to see how many different members are mentioned-not to see who is mentioned most often, often. If you feel all the children must be recognized, the following questions may be asked:	37. Display Discussion Pictures 7D and 15B along the chalkboard ledge. Ask: 1) What is happening in these two pictures? 2) Who do you think the men are? 3) How do you think the little boy in each picture feels? 4) What makes you think so? Tell the children to think for a minute about either: Some time when they were happy and who in their family was with them. OR

UNIT II

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Notes to the Teacher	Learning Activities
• (After one child gives "Dad") How many were thinking Dad, also? • How many already see your answer on the board? Some children will list a baby-sitter or a relative outside the nuclear family as a family member. Accept the name of anyone the child gives as having the role shown in the pictures.	Some time when they were sad and who in their family helped them. After a moment, ask: • Whom in your family were you thinking about? • What was happening? • Do you think I should write your (Father's) name above the Father in the "good time" picture or above the "sad time" picture? • Who is thinking of a different person? List the family members above or next to the appropriate picture. Ask: • When you look at our list above the "good time" picture, what idea do you get? • What idea do you get about people and "sad times"? • What new idea can we add to our chart (Act. 14)?
The grandparent is the person most likely to give a child a sense of continuity in family life. For this reason, you may wish to spend more time on the topic than is indicated in the guide.	Optional Activity: If the children did not list grandparents, read a book that will suggest things children can do with grandparents. Tell the children to listen for: • Things children and grandparents can do together • How it happens grandparents have time to do these things

UNIT II

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Notes to the Teacher	Learning Activities
	Suggested references: *Grandmas and Grandpas*, (Low) *Grandmother and I*, (Buckley) *Grandpa*, (Borack)
This activity is intended to provide an opportunity to contribute for the child who is quite removed from his grandparents.	38. Ask about grandparents who live far, far away. Let children tell what these grandparents do for them, such as: · Telephone or send letters · Send pictures and packages · Visit
Attitudes, Feelings and Values	39. Show the filmstrip and play the record *My Turtle Died Today*. Ask: 1) What happened in the story? 2) How do you think the little boy felt? Encourage children who have different points of view to present them. 3) What makes you think so? 4) Has anything like that happened to you? 5) Who on our list (or what other person) helped you feel better?

UNIT II

MAIN IDEA: FAMILIES DIFFER IN LIFE STYLE AND ROLE EXPECTATIONS.

Organizing Idea: Each family differs in the way it lives and the rules it makes for its members.

Notes to the Teacher	Learning Activities
	Frequently throughout Units I and II, the children have viewed and been invited to ask questions about pictures showing members of societies beyond the United States. At this point, the unit begins to make the children more aware of both the similarities and differences among people. There will be no depth study of another culture, merely a growing awareness through the rest of the year's program. In this sequence (Act. 40-41), the children consider their own and others favorite stories.
Getting content from the students Organizing information	40. Have the children draw a picture of "My Favorite Storyteller Telling My Favorite Story." Follow the directions in Act. 6 to organize the information on the chalkboard. For example: Favorite Storyteller Mother ///// // Librarian /// Grandmother // Princess Ann on TV Favorite Story Where the Wild Things Are // Peter Pan ///// Have the children enter the drawings in their booklets.
Intake of information	41. Tell the children that children in other parts of the world listen to stories and that they probably have favorite storytellers and favorite stories.

UNIT II

MAIN IDEA: FAMILIES DIFFER IN LIFE STYLE AND ROLE EXPECTATIONS.

Organizing Idea: Each family differs in the way it lives and the rules it makes for its members.

Notes for the Teacher	Learning Activities
	Select stories appropriate to the interest and maturity of the children to show, read, or tell. Try to display pictures of children of the culture in contemporary dress of that country or area.
	Suggested References:
	Africa — *Folktales and Fairy Tales of Africa* (Green)
	Tales from the Story Hat (Aardema)
	Such Is the Way of the World (Elkin)
	China — *Chinese Mother Goose* (Wyndham)
	Japan — *Pair of Red Clogs, A* (Matsuno)
	Prancing Pony, The: Nursery Rhymes from Japan (De Forest)
	Filmstrips and Records:
	Japan — *Wave, The: A Japanese Folk Tale*
	Russia — *My Mother Is the Most Beautiful Woman in the World*
	As you discuss the stories, ask:
	• What do you think a little (African) child would like about this story?
	OR
	• How do you think a little (Japanese) child might feel about this story?

UNIT II

MAIN IDEA: FAMILIES DIFFER IN LIFE STYLE AND ROLE EXPECTATIONS.

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Notes for the Teacher	Learning Activities

Responses frequently given by first graders:

- Desta was lucky to get his monkey back.
- That's funny - just like Brer Rabbit.
- The children would feel sad when the man burned the rice.

Conclusion

Discuss with the children the many variations possible in making up stories about families. For example:

Family composition	Mother and little girl Mother, Father, and three children Grandmother, Mother, Father, and two children
Homes:	Apartments, trailer, house, etc.
Rules:	Some eat together; some eat whenever hungry. Some have strict bedtime; some go to bed when they feel tired

Let the children draw or paint and then cut out many figures of adults and children of varying ages, many types of homes, etc. Place all the cut-outs where they are easily accessible.

Let small groups of children plan a story and select the cut-outs to illustrate it. The groups might, for example:

- Use the cut-outs as paper dolls to play out the story
- Arrange the cut-outs on a bulletin board and tell the story
- Dictate a short story and illustrate it with the cut-outs

UNIT II

MAIN IDEA: FAMILIES DIFFER IN LIFE STYLE AND ROLE EXPECTATIONS.

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Notes for the Teacher	Learning Activities
<u>Inferring and Generalizing</u>	After two or three stories are presented, ask: 1) What differences did you see in the families? 2) How do you think the different "people" felt about what was going on? 3) What can you say about families and their rules?

OBJECTIVES

The objectives listed below are those particularly stressed in this unit. They are greatly shortened versions of the behavioral objectives presented in the master list at the beginning of this Guide. The number in parentheses following each objective refers to the corresponding objective in the master list. The teacher should carefully review the objectives before proceeding with planning for any unit.

a. Listing, grouping, and labeling - concept development (1)

b. Making comparisons (2)

c. Forming generalizations (4)

d. Applying generalizations (5)

e. Explaining cause-and-effect relationships (7)

f. Forming hypotheses (8)

g. Sensitivity to feelings and thoughts of others (9)

h. Comprehension of concepts and generalizations about families and how they are supported (17)

Note: Although these objectives are stressed particularly in this unit, the teacher should implement additional objectives in the master list where appropriate.

UNIT III

MAIN IDEA: THE INSTITUTIONS OF A SOCIETY ARE ECONOMICALLY SUSTAINED THROUGH A VARIETY OF MEANS.

Organizing Idea: Families may be supported through such activities as fathers working, mothers working. . .

Contributing Idea:

1. The family has many needs that are usually met through the expenditure of money.

*Content Samples:

- Housing
- Clothes
- Food
- Recreation

Contributing Idea:

2. The family needs are met in a variety of ways.

Content Samples:

- Work of different family members
- Different knowledge and skill required for different work

Contributing Idea:

3. The work of the family may affect other activities of the family.

*Content Samples:

- Time for recreation
- Resulting weariness from work

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* Much of the content will come from the children.

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Contributing Idea: 4. **Spending income involves making choices.**

Content Samples:
Choice between housing,etc.,and "things for fun"
Finding amusements that do not cost money

Contributing Idea: 5. **A part of income is paid out in taxes.**

Content Samples:
Needs for expenditures for schools
Taxes to pay for schools and the supplies needed

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Notes to the Teacher	Learning Activities
	Children usually are aware of family spending but in general terms. The following sequence (Opener-Act. 6) has the children develop some broad categories of spending and helps the children become aware of some possible choices.
Developing Concepts You may wish to change the wording of the question. Experience has indicated, however, that if the word "need" is used, the children tend to respond with a list limited to a few categories. Teachers have found it advisable to let the children tell about their pictures one day and group and label on the next day to avoid a session that is much too long for six-year olds. See Unit I, Act. 8 for evaluation suggestions.	Opener Ask the children to draw to the question: 1) What do families spend money for? Let the children tell about the contents of their pictures and stand the pictures along the ledge of the chalkboard. The next day, remind the children of the question, quickly review the content of the pictures, and ask: 2) Which pictures do you think we might put together? 3) Why do you think they go together? Responses from first graders in the spring have been: Child — I would put together telephone poles (they were in the background of a picture), water bill, and electric bill. Teacher — Let's stop and think a moment. Would your family buy a telephone pole? Child — No. It would be a telephone bill and. . . Teacher — Maybe Betty could tell us again what her family was spending money for in her picture. Child — For a car. Child — Oh. It wouldn't go there then.

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Notes to the Teacher	Learning Activities
	Child I would put a car and a truck together because both of them have something down inside that makes them go. Child 1 I would put the motel with a house. Child 2 You don't live in a motel, you just sleep there. Child 1 Some people might. Child 2 I would put the motel and the hotel together, but a hotel has more services. Child 1 I still want my motel with the house because they both have roofs. Child 1 This is my family going for a ride across Golden Gate Bridge. We paid $.25 for the bridge so I'll put my picture with the Transportation group. Child 2 A bridge can't move. Teacher Did your father pay the money <u>for</u> the bridge? Child 1 No. To cross it. Maybe I'd put it with the other bridge but not with the cars and boats group. 4) What shall we call these groups? Labels from one class: Houses and Furniture Things to Relax With Clothes Fixing Things Food Cars Making Things Beautiful 5) When you look at all these groups, what idea do you get about families and what they spend money for?
<u>Inferring and Generalizing</u> The fifth question is meant to move the children	

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Notes to the Teacher	Learning Activities
into the cognitive task of generalizing. Discussions are usually a combination of a number of cognitive tasks. For evaluation suggestions see Unit I, Conclusion. Save the drawings and label for use in Act. 5, 7, 9, 10, 29, and Conclusion	Typical responses from an average class: · Families need fun. · Families need money for lots of things. · You need money for just about everything. · They help the children with lots of things. Let a group of two or three select some groups, make agreed upon labels, and arrange the drawings on the bulletin board.
Intake of information Encouraging children to formulate their own questions	Development 1. Let groups of two or three meet for a few minutes to study one of the Discussion Pictures listed below: 5A A little girl swinging on a tire 15A Children talking 15C Children at an entertainment 16A Child sliding down a hand rail 16B Children running at play 16C Child with a hoop 17C Child with a dog Tell the children they are to look and decide: · What things in the picture they wonder about and would like to ask questions about · What they think is happening in the picture

MAIN IDEA: THE INSTITUTIONS OF A SOCIETY ARE ECONOMICALLY SUSTAINED THROUGH A VARIETY OF MEANS.

Organizing Idea: Families may be supported through such activities as fathers working, mothers working. . .

Notes for the Teacher	Learning Activities
	· What the children are using · Whether they think this way of having fun might have cost money
Exchanging information Encourage divergent points of view. For example, some will say that it doesn't cost money to play with a dog (17C); others will say dog food costs money. Do not attempt to get consensus.	2. Give the small groups an opportunity to ask any questions they have about their pictures. As each group tells about its picture, ask the total group such questions as: What else do you see that you think is important? What different idea do you have about the picture? After all the children have had an opportunity to see and ask any further questions about the pictures, ask: Which of these things have you done? What other ways of having fun without having to spend money do you know about? What things did you need to play that game?
Observing	3. Tell the children to notice on T.V. whether any of the commercials are trying to tell you how to have a good time. Do they say it costs money? OR

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Notes to the Teacher	Learning Activities
	Tell the children to watch as they go home to see other children doing something for fun. Is it something they or their parents spent money for? Alternate Activity: Take the class on a walk around the schoolyard to see how many different ways the children are having fun. Which ones do you think someone spent money for?
If the Alternate Activity was used in Act. 3, adapt the questions to it.	4. Let the children exchange what they saw on T.V. or on the way home. Ask: • How many saw children having a good time in ways that didn't cost money? • How many saw some way of having fun on a T.V. commercial that would not cost money? Optional Activity: Display *Families and Social Needs* (King), pp. 57-58, and *Playtime in Africa* (Sutherland). Let volunteers look through the books and: • Ask questions about things they wonder about • Tell which things they see African children or Japanese children doing that would cost someone some money • Tell which they think would not cost money

MAIN IDEA: THE INSTITUTIONS OF A SOCIETY ARE ECONOMICALLY SUSTAINED THROUGH A VARIETY OF MEANS.

Organizing Idea: Families may be supported through such activities as fathers working, mothers working. . .

Notes to the Teacher	Learning Activities
	Provide time for the volunteers to ask questions and to share some of the things they have seen in the book. Leave the book on the library table for the other children to examine.
	5. Display some drawings of family recreational activities made in the Opener, such as camping outfits, movies, T.V. Ask: · Why do you suppose families spend money for these things (or to do these things)? Encourage a variety of responses.
Inferring and Generalizing Keep this chart. It will be used again in the Conclusion. Evaluation Procedures suggested in Unit I, Act. 1, 11, 12, and Conclusion may be adapted for use here.	6. Let the children dictate a summary chart on "families and having good times." Encourage the children to make summary statements on those aspects of recreation that have come up in discussions. Each class will differ in the emphasis that they give the dimensions of the topic.

UNIT III

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Organizing Idea: Families may be supported through such activities as fathers working, mothers working. . .

Notes to the Teacher	Learning Activities
	In the sequence that follows (Act. 7-13), the children make some distinctions as to what family expenditures would take precedence over others. They are also given an opportunity to see that choice sometimes involves other people.
Food, clothing, shelter, and medical aid are not referred to in this curriculum as the basic needs because many would insist that the emotional needs are as basic as food.	7. Display a drawing of several homes drawn in the Opener. Ask: · How do you think money for houses would be different from money for good times? Responses from first-graders have been: · If you don't have a house, you have to live in an apartment. · It's easy to spend money on good times, but it takes a long time to spend money on a house. · Toys break but a house stays put. · You buy toys for play but you buy a house to do a lot of things in longer.
Intake of information. The chart should not generalize for the children - just give information about land costing money, workers building houses, apartments and trailers, etc.	8. Develop a teacher chart on living in a home through renting and through buying. The kinds of houses mentioned should also show variety. Let several children make drawings to illustrate the chart. Suggested Reference: *Families and Social Needs* (King), pp. 25-33 This book deals only with buying a home.

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Notes to the Teacher	Learning Activities
Inferring and Generalizing Attitudes, Feelings, and Values Encouraging divergent thinking Evaluation It is useful to make a note of children who consistently do not respond to questions such as question 5. They may need special encouragement to express their own ideas.	9. Let the children read the chart. Ask: 1) What kinds of things cost money when a house is built? 2) Why do you suppose people must pay money to rent or buy a house? 3) If a family had just a little bit of money, which do you think they would choose to spend it on - a house or a good time? 4) What makes you think so? 5) Does someone else have another idea about this? Direct the children's attention to other drawings from the Opener. Ask: • Are there some other things that people might think are very important? Alternate Activity: If the children did not draw appropriate pictures in the Opener, such as medical services, food, clothes, let volunteers look through books or magazines to find pictures of things they think are as important as a house. Let them share with the class. Ask: • Which of these do you think people would say are as important as a house?

UNIT III

MAIN IDEA: THE INSTITUTIONS OF A SOCIETY ARE ECONOMICALLY SUSTAINED THROUGH A VARIETY OF MEANS.

Organizing Idea: Families may be supported through such activities as fathers working, mothers working. . .

Notes to the Teacher	Learning Activities
Observe whether the children are being realistic in choosing the "first buys" of the adults. Decentering	10. Display the drawings from the Opener. Let the children see how many different things people <u>wanted</u>. Tell the children to try to think the way big people would think. Let volunteers finish these sentences orally: First we would buy. . . If there is money left, we would buy. . .
See Unit I, Act. 11 for <u>evaluation</u> procedures appropriate here. Emphasizing flexibility	11. Let a group of two or three students select several drawings of different things they think every family would want. Have them arrange the pictures on the bulletin board. Ask the class whether they agree, and make any necessary changes. Ask: • What do you think would be a good name for our bulletin board? Call the children's attention to the fact that these pictures had been in different groups earlier.
	12. Display any books with pictures of Japanese houses. Tell the children to look to see: • What they would like to ask questions about

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Notes to the Teacher	Learning Activities
	· What things they see in the houses that they think would cost money Give the children an opportunity to ask any question they may have. Then ask: 1) How are some Japanese homes different from your home? 2) How are some Japanese homes like your home? 3) What can you say about Japanese homes and our homes? Let some child read about Japanese houses and tell the class what she/he has found out that he could not tell from pictures. Suggested Reference: *Families and Social Needs* (King), 75-80
Attitudes, Feelings, and Values Evaluation procedures suggested in Unit I, Act. 26 may be adapted for use here. Formulating Hypotheses Encouraging divergent thinking	13. Display Discussion Picture 13E. Ask: 1) What do you think is happening in this picture? If the children are not familiar with the kit the little boy has, tell them he has been shining shoes for money. 2) What different things could this little boy decide to do? 3) Has anything like this happened to you? 4) What did you decide to do? 5) What do you think he will decide to do? 6) Does someone else have another idea?

UNIT III

MAIN IDEA: THE INSTITUTIONS OF A SOCIETY ARE ECONOMICALLY SUSTAINED THROUGH A VARIETY OF MEANS.

Organizing Idea: Families may be supported through such activities as fathers working, mothers working. . .

Notes to the Teacher	Learning Activities
Role-playing Attitudes, Feelings, and Values Observe whether: • The children offer alternative solutions for the dilemma • The children resort to authority have Mother solve it • The children suggest getting the money from Dad	14. Read the following unfinished story to the children. Let the children discuss: • What is happening in the story • What they think will happen in the rest of the story • Have the children tell what they think will be said Let volunteers play out the story. Read: Every time Sally passed the pet shop she stopped in to see whether the puppy she wanted was still there. She and her big brother Tom had been saving their money for such a long time that Sally was afraid the pup would be a big dog before they had enough money to buy it. But there it was, still barking and yapping and licking her hands. Sally was almost home when she met Tom. "Say, Sal, I've been looking everywhere for you. I've changed my mind about the dog. I need my money for a new baseball mitt." "You promised," said Sally, and she began to cry. "Girls! Ugh!" said Tom. After the role-playing session ask: 1) What happened in this story? 2) How do you think Sally felt when Tom told her he wanted his money for a mitt?

UNIT III

MAIN IDEA: THE INSTITUTIONS OF A SOCIETY ARE ECONOMICALLY SUSTAINED THROUGH A VARIETY OF MEANS.

Organizing Idea: *Families may be supported through such activities as fathers working, mothers working. . .*

Notes to the Teacher	Learning Activities
The children may have difficulty with the last question. Such questions as those below may help them see that others were involved in Tom's decision: • Who had planned to buy the dog? • Whose money was it? • Who wants the cake? • Whose money? • What difference does that make? Evaluation See Unit I, Act. 26	3) How do you think Tom felt? 4) How do you think they felt at the end of the story? 5) How is this different from the problem the little shoe shine boy had?

Most work today is specialized. In this sequence (Act. 15-22), the children observe specialized workers in a particular place working with special equipment.

Intake of information	15. Read a couple of books about fathers and mothers working outside the home. Tell the children they are to listen very carefully to find out: • The different work the book tells about • The things (tools, machines, etc.) that are needed for jobs Suggested References: *Daddies* (Carton) *Mommies at Work* (Merriam) Filmstrip: *We All Work*

UNIT III

MAIN IDEA: THE INSTITUTIONS OF A SOCIETY ARE ECONOMICALLY SUSTAINED THROUGH A VARIETY OF MEANS.

Organizing Idea: Families may be supported through such activities as fathers working, mothers working. . .

Notes to the Teacher	Learning Activities
Inferring and Generalizing Evaluation See Unit I, Act. 1 and 12.	16. Discuss the work of fathers and mothers seen in the books or filmstrip. Suggested question sequence: 1) What work did you see being done in the books (filmstrip)? 2) What do the workers get for the work they do? 3) What will be done with the money the workers earn? 4) Who will use the things fathers and mothers buy?
Intake of information. The purpose of this activity is to begin to look at the special kinds of jobs people do. A sampling is all that is necessary to begin building the idea of specialization. If children volunteer information about their parents work, accept it, but the Guide does not suggest confronting the children with questions.	17. Show the motion picture *Fathers Go Away to Work* or *What Do Fathers Do?* Tell the children to watch to see: • What the fathers are doing • Where they are doing the job • What tools (machines or supplies) they are using • With what other people they are working Alternate References: *Daddies - What They Do All Day* (Puner) *If I Drove a Truck* (Young) *Who Built the Bridge?* (Bate) *Who Built the Highway?* (Bate) *Whose Tools Are These?* (Radlauer)
	18. Begin a chart that will be added to in Act. 20.

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Notes to the Teacher	Learning Activities
Organizing information. Keep this chart. It will be used in Act. 20 and the Conclusion. Avoid the term "helper." The children should realize that these people are working for money to provide for themselves and their families.	Let the children decide what information from all the books, films, and filmstrips should go on the chart. For example: **Worker** | **What was he doing** | **Where** | **What tools, machines** Gas station worker | Lubing a car | Gas station | Lift, Grease gun Experience has shown that by spring most first-grade classes can concentrate on one part of a chart and use it to help them recall information for ideas. The teacher is the best judge of how much information should be put on a chart. Reduce the number of categories for those children who are likely to be confused by having too much information in front of them.
Intake of information Observing Interviewing	19. Take the children on a walk about the school to see how many different kinds of workers there are. Tell them to watch to see and to ask questions to find out: • Who is doing the work • What the job is • Where the job is being done • What tools are being used • With what other people the workers are working

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Notes to the Teacher	Learning Activities
Organizing information	20. Let the children decide what new information should be added to the chart.
Inferring and Generalizing Evaluation See suggested procedures in Unit I, Act. 12, and Conclusion.	21. Discuss the information on the chart with the children. Suggested question sequence: 1) What kinds of things did we find out about these workers just by looking? 2) What kinds of things did we find out by talking with the worker? 3) Which of these workers wore special clothes to do the job? 4) Why do you suppose they wear special clothes? 5) Which of these workers did you see working with someone else? 6) Look at our workers on the chart. Choose one and tell me what special things you think he/she knows. 7) What do you suppose would happen if Mr. ____ (Principal) decided to cook lunch in the cafeteria? 8) What makes you think so?
As jobs are examined, always make the point of the knowledge and skill necessary for that job. Formulating Hypotheses	
Role-playing Applying Generalizations This task requires students to apply previously learned generalizations to a body of	22. Let the children role-play the following situation: Mr. Smith, the custodian, did not come to work for several days. The school became very dirty so all the school workers decided to sweep their rooms and offices.

MAIN IDEA: THE INSTITUTIONS OF A SOCIETY ARE ECONOMICALLY SUSTAINED THROUGH A VARIETY OF MEANS.

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Notes to the Teacher	Learning Activities
data to predict what might logically occur in a new situation. This process of hypothesizing and predicting consequences through applying previously learned generalizations encourages students to support their speculations with evidence and sound reasoning. (See introductory material for a full statement on this task.)	A mother who had just moved to (town) brought her little girl to school to register her. What do you think happened?

Some aspects of the job of the major worker of the family affect the way in which a family lives. The following sequence (Act. 23-26) deals with the effects of hours of work and weariness on family activities.

23. Direct the children's attention to the chart. Ask:

    1) Which of these workers have you seen working at night?
    2) Which kinds of jobs might take the worker far from home?
    3) What differences do you think this might make to the family?

Typical responses from children have been:

- Daddy works swing shift so he's almost always gone to work when I get home.
- Mother leaves early so my big sister sees we get to the school bus on time.
- Daddy travels all week. I save my papers till he gets home on Friday to show them to him.

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Notes to the Teacher	Learning Activities
	24. Discuss how workers might feel after they have finished a day's work. Ask: · On what days do families - go for rides - go to a movie - have a picnic · Why do you suppose they do it on those days?
Role-playing Attitudes, Feelings, and Values Evaluation See Unit I, Act. 26 for procedures which may be adapted for use here.	25. Set up some role-playing situations that show kinds of adjustments families make, such as: · Dick's father works at night and sleeps in the morning. Dick started to play on his new drum, but his big brother said. . . · Jimmy's father drives so far to work everyday that he is very tired when he gets home. Jimmy always wanted to wrestle with his father. . . · Donald's father always reads the newspaper as soon as he comes home. One night, Donald said . . .
If it seems advisable, this activity might be carried out by asking for "workers you know," without reference to family members.	26. Optional Activity: Make a relief map showing the places where family members go to work.

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Evaluation Exercises

Learning Activity 26

Map Making

The following criteria may be applied to the group, as a whole, or to individual children through use of a check list.

1. Size Relationships (Objective 19

   Note the degree of appropriateness of size relations among various features, e.g., Is the river too wide; the hills too flat; the tunnel larger than the bay, etc.?

2. Use of Landmarks (Objective 19)

   In describing how their fathers go to work, are children able to make use of landmarks such as: the tunnel, the river, the bay, the mountain, the mission, the fire station?

3. Accuracy (Objective 19)

   Are people placed in locations which are approximately accurate?

4. Comparisons (Objective 2)

   How many accurate comparisons are made? e.g., "Billy's father goes farther than Betty's."

5. Flexibility (Objective 16)

   The extent to which children suggest changes in the map and/or are receptive to them as opposed to resisting any changes.

Suggested Uses

Selected pupils, or the whole class, may indicate the need for more experiences involving relationships among physical aspects of their environment. They may be encouraged to describe landmarks and how they can use them, to construct other maps, etc. Of particular interest is the extent to which deductions, such as relative distances, can be made.

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Notes to the Teacher	Learning Activities
	Have the children describe how their fathers get to work, and from their comments develop the plan of the map with the children. For example: · He goes this way and turns to go to Walnut Creek. · He goes through the tunnel. Discuss with the children what they will need to make the map. For example: clay to make some places higher, gray paint for the highways, paper towel roll for the tunnel. Have each child write on another slip of paper the town in which some member of his family works. Help each child locate the approximate place of this town so he may place the slip on the map. Have each child write his father's (or mother's) name on a slip of paper and place it at the town where he or she works. Have the children examine the map to see: How many different places people go to work Whose parents work close by; whose travel farthest What landmarks they pass. For example: bridges, tunnels OR This activity might be carried out through a pictorial wall map for which the children could make easel paintings, cut out the figures, and paste them on a background.

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Notes to the Teacher	Learning Activities
	Part of a person's income is paid out in taxes. Activities 27-30 examine those things at school that are paid for by taxes.
Keep this list for use in the Conclusion. Six-year-olds frequently express the opinion that the principal owns the school and pays the bills. The purpose of this activity is to begin to make them aware that their parents pay part of their income in taxes to pay for the school. Do not expect the children to understand taxes.	27. Ask the children what is needed to run a school. List the items on butcher paper. Ask additional questions until the list includes people, capital items, and consumable materials. Ask: • Which of the things on our list cost money? • Where does the money come from? Invite the principal in to talk with the children about their paying part of their income to pay for the schools. Ask: • Why do you suppose people pay part of their money for schools? 28. Let the children look again. Select two items such as a slide and pencil. Ask: • Which of these has to be bought more often? • Why?

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Notes to the Teacher	Learning Activities
	29. Direct the children's attention to the items drawn in the Opener. Ask: · Which things do Mother and Father shop for often? Why? · Which do you think last a long time?
Using symbols	Let the children decide on a symbol for · Those things that are used up quickly · Those things that last a long time Have the children mark the items they drew with the symbol they think is correct.
This activity will move more quickly if items are listed as children give them. Then allow those who offer an item already listed to come up and record their tally mark. In this way, recognition is given each child without time-consuming repetition. The final question should be changed to deal logically with the information the children have received from books, etc. Do not encourage them to generalize about topics on which they have no information. It is not likely that a primary book on Japan will tell how its schools are supported.	30. Let the children look at pictures of schools and homes in the books of foreign cultures they have become aware of throughout Units II and III. Duplicate the items listed below and let the children work in pairs to illustrate what they are asked to find. The sample will depend on the books available. · One thing in a (Japanese) school that would last a long time · One thing in a (Japanese) school that would be used up OR · One thing in a (Japanese) home that would last a long time · One thing in a (Japanese) home that would be used up quickly

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Notes to the Teacher	Learning Activities
Evaluation See Unit I, Conclusion.	Let the children share the items they chose to draw. Ask: What can you say about the things the (Japanese) and we use? Conclusion Have the following things where the children can refer to them easily: the children's drawings of the things families spend money for (Opener), the teacher-made chart (Act. 8), the chart started in Act. 17, the list of school needs (Act. 27), and the maps. Direct the children's attention to the pictures that show the things people spend money for. 1) What do you see in the rest of the room that explains how people get these things? 2) What do you see that might help to explain why Sally's Father might not give her the money for the dog? 3) What do you see that might explain: • Why people get tired • Why most families have their good times on weekends If question 4 and 5 are appropriate, ask: 4) When you drew your pictures of the things families spend money for, you didn't think about one big list we have? Can you find that list? 5) How do you suppose it happened that no one thought of money for school? 6) What can you say about the way families get money?

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Notes to the Teacher	Learning Activities
Applying Generalizations For a full statement on this task see the introductory material.	Give the children the following situation: Kenji had been hoping for a bike for his birthday. He kept talking to Mother and Dad about the kind he wanted, but Dad didn't say yes and he didn't say no. Three weeks before Christmas, Kenji heard Dad say to Mother, "The car died again today. I was late for work. We will have to have a new one." "That's more money than we can afford right now," said Mother. Kenji's heart fell. What about the bike for his birthday? Ask: What do you think will happen?

BIBLIOGRAPHY

Children's Books

The books listed below are those books referred to in the learning activities and are both textbooks and general trade books. While all the books were carefully selected, no bibliography can be complete, and if appropriate books are available but not listed, they should be used. The individual teacher is in the best position to determine suitability of books for a particular class.

References giving general background for the teacher are listed separately at the end of the bibliography.

The Roman numerals indicate the unit or units in which a book is used.

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AUDIO-VISUAL MATERIALS

The motion pictures, filmstrips, and study prints listed below are those materials referred to in the learning activities. While all materials were carefully selected, no listing can be complete, and if appropriate films, filmstrips, or study prints are available but not listed, they should be used. The individual teacher is in the best position to determine the suitability of materials for a particular class.

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* Those materials marked with an asterisk are very important in teaching the unit.